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AUTHOR Howard, Eugene R.; Holste, Donald
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ABSTRACT

In this presentation, three approaches for involving teachers in curriculum planning are described, including the interdisciplinary team approach, the total district approach, and the total faculty approach. Each of these approaches is illustrated with "snapshot" descriptions of promising practices from Colorado, Arizona, and Illinois. Projects described are 1) a Colorado Department of Education program to teach teachers how to plan interdisciplinary units of instruction; 2) a districtwide project in the Amphitheater District of Tucson, Arizona, to implement an innovative approach for accommodating a variety of learning styles; and 3) a project in Urbana, Illinois, in which a total faculty participated in reorganizing an elementary school in order to personalize learning and improve the pupils' achievement. The Colorado concept of accountability, described as a "school improvement process," is briefly contrasted with approaches in other states. The Colorado process stresses priority setting and teacher involvement in planning processes. (Author)

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HELPING TEACHER ACCOUNTABILITY THROUGH CURRICULUM PLANNING

TWO SNAPSHOTS AND ONE CASE STUDY

BY

EUGENE R. HOWARD

AND

DONALD HOLSTE

A PRESENTATION AT THE 32ND
ANNUAL CONFERENCE OF THE ASSOCIATION FOR SUPERVISION
AND CURRICULUM DEVELOPMENT

HOUSTON, TEXAS
MARCH 19-23, 1977

EA 009 574

HELPING TEACHER ACCOUNTABILITY THROUGH CURRICULUM PLANNING

Two Snapshots and One Case Study

A B S T R A C T

In this presentation three approaches for involving teachers in curriculum planning are described:

The inter-disciplinary team approach
The total district approach, and
The total faculty approach

Each of these approaches is illustrated with "snapshots" of promising practices from Colorado, Arizona, and Illinois. Projects described are:

1) A Colorado Department of Education program to teach teachers how to plan inter-disciplinary units of instruction.

2) A project in the Amphitheater District of Tucson, Arizona, to implement, district-wide, an innovative approach for accommodating a variety of learning styles, and

3) A project in Urbana, Illinois in which a total faculty participated in re-organizing an elementary school in order to personalize learning and improve the pupils' achievement.

The Colorado concept of accountability, described as a "school improvement process" is briefly contrasted with approaches in other states. The Colorado process stresses teacher involvement in planning processes and priority setting -- "the act of deciding what to do first to improve a school."

Visuals used in the presentation are reproduced in this document.

Eugene R. Howard is Director, Accreditation and Accountability Services Unit, Colorado Department of Education. Dr. Holste is Assistant Superintendent for Instruction in Urbana, Illinois.

Helping Teacher Accountability Through Curriculum Planning

Two Snapshots and One Case Study

Eugene R. Howard
Donald Holste

This evening we would like to share with you three approaches which we have found to be successful in involving teachers in curriculum improvement. The first two approaches are being used by Colorado Department of Education consultants as they work with individual school districts and schools. We've labeled these:

The Interdisciplinary team approach and

The Total District approach

The third approach, which we've called the Total Faculty approach, will be described by Dr. Donald Holste, Assistant Superintendent from Urbana, Illinois.

The announced title of our presentation is "Helping Teacher Accountability Through Curriculum Planning". As a way of setting the stage for the description of the three approaches, I'd like to spend a few minutes defining the term, accountability.

Accountability has become a scary word in our profession - and for good reason. Generally, the term has come to mean the setting of curriculum objectives at the state level, statewide mandated testing programs, evaluating teachers on the basis of pupil performance on mandated tests,and publicizing pupil performance in each school in the district. To us in Colorado, however, accountability does not mean any of those things. In our state the term, accountability, refers to a school improvement planning process. It means teachers, parents, board members and administrators working together to improve instruction. A key step in the process is priority setting - the act of deciding what to do first to improve a school. One prominent Coloradan has defined accountability simply as "doing what you said you were going to do when you took the money." In short, we see it as a process of school improvement rather than as a process for increasing the control of education at the state level.

Eugene R. Howard is Director, Accreditation and Accountability Services Unit, Colorado Department of Education, Denver, Colorado.

Dr. Donald Holste is Assistant Superintendent of Schools, Urbana, Illinois.

Some of you may be interested in finding out more about what accountability means in Colorado. For you I have brought along copies of my May 1976 Educational Leadership article on accountability (attached to this document). This paper is a summary of the deliberations of ASCD's working on New Directions in Secondary Education. The working group's recommendations to the association regarding accountability are a part of the paper.

As I stated a moment ago, I'd like to describe two approaches to helping teachers become more accountable which we have found effective. The first approach is labeled "The Interdisciplinary Team Approach".

The Interdisciplinary Team Approach

Recently our consulting team at the Department of Education received a grant of $ 4,000 from HEW for the purpose of encouraging the integration of artistic activities into a variety of existing courses within schools. The idea is not just to promote and improve the teaching of art, music, drama, film, and creative writing in separate courses. Rather, we are attempting to encourage all teachers to see artistic activities as a way to vitalize their own curricula. We are promoting the development of interdisciplinary units of instruction which include creative and artistic activities.

Our method of dissemination is a series of regional workshops held in various parts of the state, followed up by personal contact and consultant assistance to individual schools.

Each school district which participates in the workshop sends one or more planning teams composed of a principal and several faculty leaders. We ask that these leaders not be art, music, or dramatics teachers.

The morning sessions are all action labs designed to acquaint the teachers with new materials and techniques in film making, creative writing, dance, music, and painting. Our consultants are all practicing artists and musicians.

This series of slides will give you an idea of the kinds of activities we offer participants during the morning half of the workshop.

(Slide 1) Here you see our professional dancer, Darlene Handley, introducing an activity in body movement to participants in Alamosa, a City in Southwestern Colorado.

(Slide 2) Here she is demonstrating how you can express the concept "up" with body movement. Following a brief demonstration she then involves the total group in expressing a variety of concepts, such as "hot" and "cold", "sudden" and "gradual", "happy" and "sad". The purpose of the activity is to demonstrate how concepts which can be expressed in writing, music, and painting can also be expressed through bodily movement.

(Slide 3) Just before this picture was taken each participant was given a thin plastic laundry bag. Each person wadded up the bag tightly until it fit into the palm of his hand. The bag was then placed on the floor and the participants watched it carefully as the bags expanded into a wide variety of sculpture-like shapes. What you see in this picture is the attempt by the participants to imitate the movements of the plastic as it expanded into an unpredictable shape.

(Slide 4) Participants were then asked to write about their experience with spontaneous movement in the form of a cinquain - as you may know, a cinquain is a five-line poem. The first line contains one word; the second contains two, the third, three, the fourth, four, and the final line, like the first, is only a single word.

Through this series of activities the participants were given a chance to experience the close interrelatedness between dance and poetry.

(Slide 5) Darlene then helps groups form living statues. Each participant in a group of five holds a pose. On a signal from the drum the poses change and the composition of each of the statues changes. This activity can be integrated with photography, creative writing, or sculptoring activities.

(Slide 6) In one of our workshops a teacher made a series of remarks something like this:

"Well all of this learning of concepts through motion may be very good for some children, but it would never work with the kids in my class. For one thing, they are aggressive and hyper-active. They will not respect one another's life spaces. They'll hit one another and push and shove."

After we'd heard two or three of these remarks, we offered to move the workshop to that teacher's school. There, in the gymnasium, Darlene took the skeptical teachers' class of twenty-five, added two more classes to it, and demonstrated the techniques with all 75 pupils.

Following that demonstration our art consultant taught water color painting to 50 pupils - again in the middle of the gym floor.

Darlene then took over again and taught the kids how to choreograph and dance the paintings they had just created.

(Slide 7) Here, back in the workshop setting, participants are learning some of the fundamentals of water color. Using the water color medium, participants express some of the same concepts they had expressed earlier through bodily movement. The idea is to demonstrate that concepts can be taught in a very exciting way through related activities in one or more disciplines.

(Slide 8) Another medium we introduce is film-making. Here teachers are creating brilliant, multi-colored 35 mm slides by mixing a variety of oil paints on a large piece of acetate. After the paint is dry the acetate is cut into small pieces and mounted on 35 mm frames.

(Slide 9) Another similar activity involves mixing various colored oils in a glass plate on an overhead projector. The result is a kalaidoscopic light show which can be accompanied by music.

(Slide 10) One of our music consultants is Jim Turner, who has become widely known for his ability to turn common objects such as wrenches, saws, and

crystal glasses into musical instruments. You may have seen Jim on one of his appearances on the Johnny Carson Show. His message is that there is beauty in even the most commonplace items and that with a little bit of creativity this beauty can be revealed.

The morning sessions of our workshops are loaded with a wide variety of experiences such as I've just described. This part of the workshop demonstrates to participants that interdisciplinary teaching is possible and provides a variety of ideas for integrating artistic-type activities into existing language arts, science, and math curricula.

The afternoon sessions are designed to teach the planning groups how to build an action plan for launching one or more inter-disciplinary activities in their own schools.

What are some of the results of this approach to planning?

(Slide 11) One result is that many schools have applied to the Colorado Council of Arts and Humanities to initiate artists in residence programs.

(Slide 12) These artists help pupils with a variety of artistic activities, including mural painting (Slide 13 and 14), film making (slide 14), and creative dance (slide 15). These artists also work directly with a large number of classroom teachers in each school helping teachers integrate artistic experiences into the curriculum, thereby making such experiences a part of learning of all subjects.

In addition, our consultants provide follow-up services to assist teachers with the planning process.

Thus we are disseminating, not only a variety of innovative practices but also simultaneously, the planning process for implementing those practices effectively.

In the next few minutes I'd like to share with you some of the materials we use to teach these planning teams how to use a simple planning process.

VISUALS (Series I)

1) What is a Program Group? Visual #1

2) The Program Group Action Plan

-- Contents - group and individual Visual #2

-- Blank format Visual #3

-- Sample format Visual #4

-- Outcomes from previous groups Visual #5

This presentation of the action planning process typically takes about a half hour. At the end of the presentation each participant receives a blank planning sheet such as the one now being distributed (same as Visual #3). Each planning group then meets for one hour with a consultant for the purpose of planning one inter-disciplinary project or activity for implementation in their own school.

Sixty days after the conference we contact each school to determine the extent to which the planning processes continue to be used to plan inter-disciplinary activities in the school. Schools may request additional assistance from our consultants as they begin to implement the planning process.

We feel that, in general, this approach has been effective. It would, however, be much more effective if it were managed from the district level where follow-up could be much more intensive. Some problems we have found include:

1) The reluctance of teachers to revise existing units of instruction - they generally prefer to plan activities which are extra-curricular in nature, and

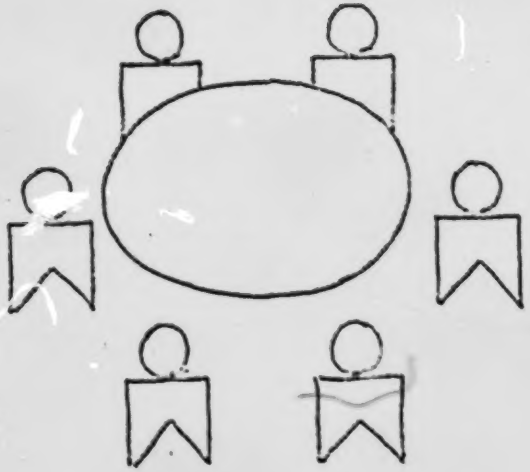
2) The difficulty of forming interdisciplinary planning groups in departmentalized secondary schools.

The Total District Approach

The second approach we have found effective we have called "The Total District Approach."

VISUAL #1

THE PROGRAM GROUP



GOAL

⇩

OBJECTIVE

⇩

ACTIVITIES { PLANNING
IMPLEMENTING
EVALUATING

ANY GROUP OF INDIVIDUALS ⇨ SHARING ⇨ { COMMON GOALS
OBJECTIVES
ACTIVITIES

CONTENTS

PROGRAM GROUP ACTION PLAN

I. NAME OF PROGRAM GROUP - SCHOOL

II. STATEMENT OF PRIORITY NEED

III. STATEMENT(S) OF PROGRAM OBJECTIVE(S) RELATED TO DISTRICT GOAL(S)

A. -- MAJOR ACTIVITIES
B. -- MAJOR RESPONSIBILITY
C. -- ESTIMATED COSTS
   1) F.T.E. (DAYS)
   2) MATERIALS-SUPPLIES
   3) OTHER
D. -- MEANS OF EVALUATION
E. -- EXPECTED DATE OF COMPLETION

BLANK FORMAT

VISUAL #3

PROGRAM GROUP ACTION PLAN

STATEMENT OF PRIORITY NEED: _____

STATEMENT(S) OF PROGRAM OBJECTIVE(S): _____

(NAME OF PROGRAM GROUP - SCHOOL)

TEACHERS:

NO. OF STUDENTS
RELATED TO DISTRICT GOAL(S)
FOR SCHOOL YEAR

MAJOR ACTIVITIES	MAJOR RESPONSIBILITY	ESTIMATED COSTS			MEANS OF EVALUATION	EXPECTED DATE OF COMPLETION
		F.T.E. (DAYS)	MATERIALS-SUPPLIES	OTHER*		

13

14

SAMPLE FORMAT

VISUAL #4

PROGRAM GROUP ACTION PLAN

STATEMENT OF PRIORITY NEED: To encourage learning experiences which promote students' creative thinking-feeling abilities.

STATEMENT(S) OF PROGRAM OBJECTIVE(S): A. Students in the upper elementary group will demonstrate increased creativity through learning experiences which promote: 1) fluent and flexible thinking 2) original thinking 3) evaluative thinking

B.

Upper Elementary Team - Bertram Elementary
(NAME OF PROGRAM GROUP - SCHOOL)

TEACHERS: R. Bartlett (full-time)
W. Randolph (full-time)
J. Smith (full-time)
A. Thompson (full-time)

NO. OF STUDENTS 104

RELATED TO DISTRICT GOAL(S) # 3,5

FOR SCHOOL YEAR Sept. 77 to June 78

MAJOR ACTIVITIES	MAJOR RESPONSIBILITY	ESTIMATED COSTS			MEANS OF EVALUATION	EXPECTED DATE OF COMPLETION
		F.T.E. (DAYS)	MATERIALS-SUPPLIES	OTHER*		
1)To prepare professional resource file for literature and materials pertaining to the development of creative thinking-feeling abilities.	J. Smith	5 da.	$ 100	A) $125	-- Evidence of resource file in use by team members -- Members' evaluation of file effectiveness	November 1977 and Ongoing

A) Substitute (5 days) B) Two workshops (4 team members at $ 48 each per day) C) Consultant Fee
D) Two Substitutes - 5 days each.

15

16

VISUAL #5

PROGRAM GROUP ACTION PLAN

STATEMENT OF PRIORITY NEED: To initiate a series of interdisciplinary activities among the three levels.

STATEMENT(S) OF PROGRAM OBJECTIVE(S): 1) Provide opportunity to implement creative ideas from workshop - kid involvement - involve K-12 in one-day interest activity session 2) promote inter-disciplinary activities 3) improve communications within the school.

School District Re-2, Steamboat Springs
(NAME OF PROGRAM GROUP - SCHOOL)

TEACHERS:

NO. OF STUDENTS RELATED TO DISTRICT GOAL(S) FOR SCHOOL YEAR 1977

MAJOR ACTIVITIES	MAJOR RESPONSIBILITY	ESTIMATED COSTS			MEANS OF EVALUATION	EXPECTED DATE OF COMPLETION
		F.T.E. (DAYS)	MATERIALS-SUPPLIES	OTHER*		
I. Exploration Day K-12 A. Authorization for activity through Supt. Mtg. B. Organization Mtg. of teachers. Find specific areas where personnel can contribute.	Lynn Johnson Tom, Cicile, Kay, Judy, Janson, Cece, Chris, Max Bridgeman				1) After the first exploratory day, interest demands another. 2) The use of creative ideas from workshop in individual classrooms.	

17

18

An example of how this approach works comes from the Amphitheater School District - an 8,800-student district in suburban Tucson.

The Amphitheater story begins almost two years ago, in July of 1975, at a conference sponsored by CADRE in Vail, Colorado. I might explain that CADRE is the successor organization to Mr. Charles F. Kettering's small private foundation, CDK Ltd.

It had been a stimulating, exciting conference attended by leaders in the school climate improvement process from all parts of the country. At the conference, Tom Neel, Superintendent of the Amphitheater School District, Bill Gibson, his Assistant Superintendent, and I began a discussion of what an ideal school should look like. This discussion continued in the car as we drove from Vail to Denver.

My suggestion was that the ideal school should be organized to provide carefully designed environments for four types of learning styles:

VISUALS (Series 2)

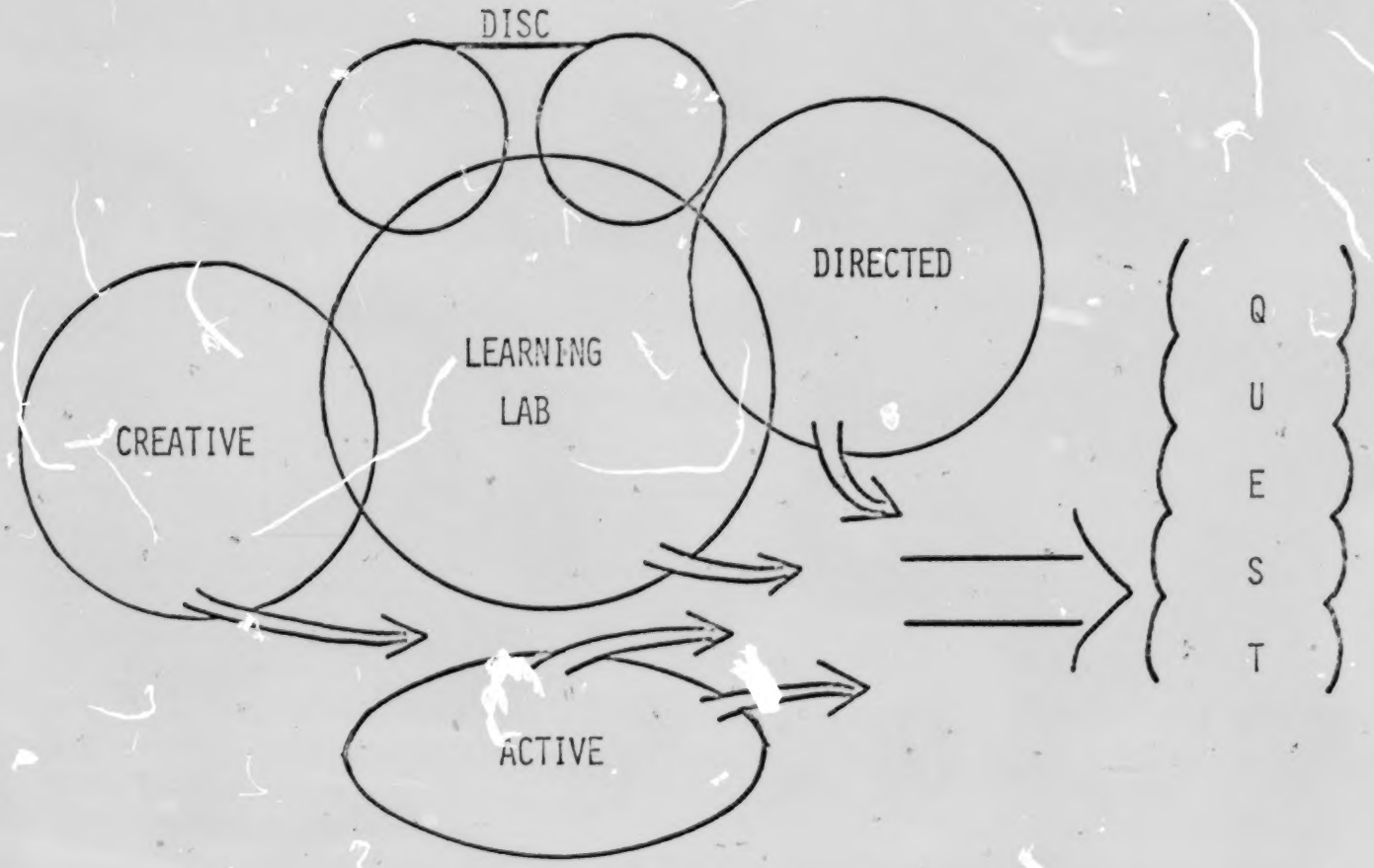
1) Active
2) Creative
3) Directed, and
4) Discussion

VISUAL #1

The school would be staffed by teams of teachers who were hired, not only for their subject-matter expertise, but also for their specialized ability to work with children in one or more of these designated styles. Each pupil would be assigned to one of the learning areas as his home base and one of the teachers would be the pupil's major advisor. An attempt would be made to match the pupil's predominant learning style with the most appropriate learning environment and teacher talent. Each pupil, however, would participate in learning activities in all of the learning areas. The process would be coordinated in a learning laboratory. A major outcome of the process would be responsible, independent learners, capable of planning and evaluating their own learning activities. This outcome, we labeled, "quest".

VISUAL #1 - Series 2

LEARNING STYLE/
TEACHING STYLE



In the car we discussed this concept in considerable detail.

Later on, in the fall of 1975, I heard from Tom Neel that he and Bill had decided to implement the model we had discussed and that they had organized a planning team to design a program.

The result was the Amphitheater Support Program, which looks something like this:

VISUAL #2 (Series 2)

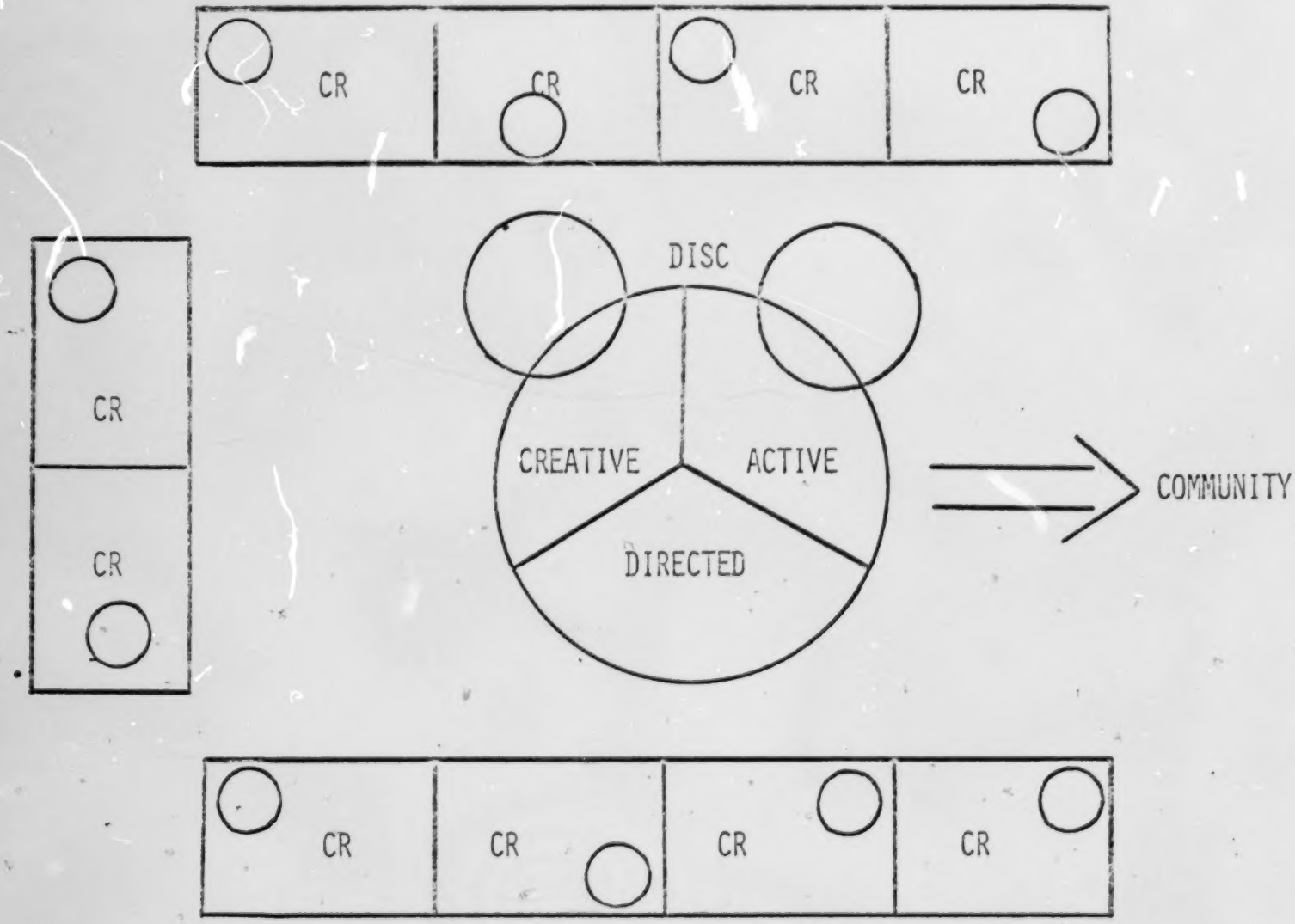
You will note some important differences between the original concept and the Amphitheater adaptation. First of all, the Amphitheater support center is <u>in addition to</u>, not <u>instead of</u> traditional classrooms. This is understandable. It is much easier to add a service to a school than to replace classroom instruction with a completely new organizational model. Please note, however, that support program activities - creative learning, directed learning, and active learning activities take place both in the center and in the classroom. Some activities also take place in the community. Thus the planning group describes their model as a <u>program</u> not a <u>place</u>. They visualize their program as being a cluster of related learning activities occurring in a variety of settings - in the support center, in classrooms, and in various locations within the community.

More specifically, in VISUAL #3 (Series 2) pupils, their parents, and teachers, have choices, in elementary school, from among seven different types of enrichment activities.

A. <u>Mini-Courses</u>

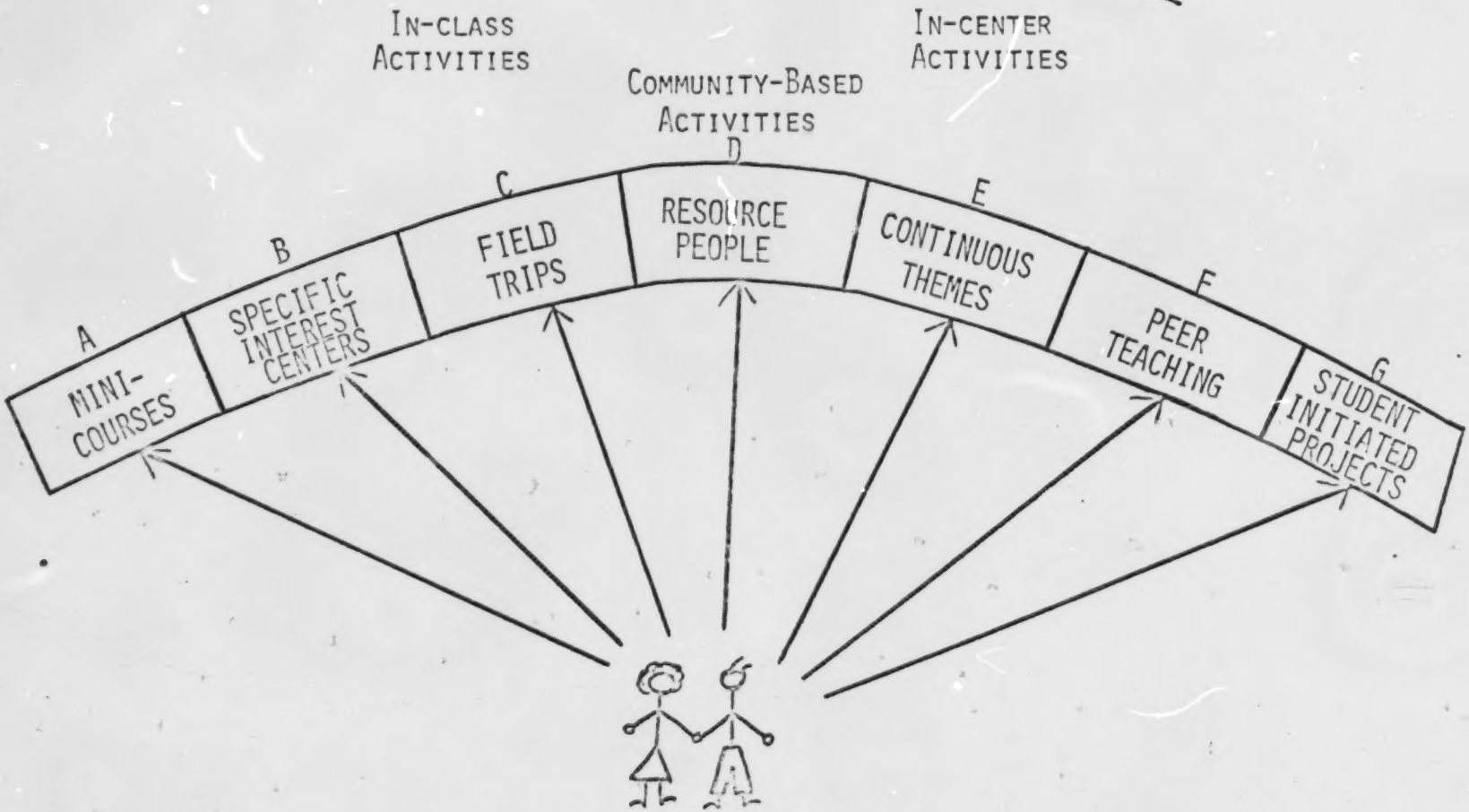
<u>Mini-courses</u> are offered in the support room 4 days a week for a period of time from ½ to 1½ hours daily for from two to four weeks. The number of pupils participating in one course will range from 5 to 15. Courses are offered in such subjects as photography, desert survival, gardening, the metric system, and transactional analysis. Pupils do self-evaluations at the end of each course. They are also evaluated by their teachers.

THE AMPHITHEATER SUPPORT PROGRAM



AMPHITHEATER SUPPORT PROGRAM

PROGRAM STRATEGIES - ENRICHMENT



B. Specific Interest Centers

Specific interest centers are located both in the pupil's own classroom and in the school's support center. Thus the classroom becomes an important part of the support center program. Centers include science centers, where pupils work with simple machines, electricity, animals, rocks, and insects and social studies centers where pupils participate in such activities as ethnic costume making, ecology projects, and map skill projects.

There are also math centers, music centers, and art centers - each offering a variety of activities. The idea is to provide, within each classroom, a variety of action learning, creative learning, and directed learning experiences for children.

C. Field Trips

Field trips are offered in conjunction with the mini-courses and with activities offered in the mini-centers, thus learning which is proceeding within the school is linked with the real world outside the school. Trips are arranged to governmental and community agencies, to the desert and mountains, to the local university, and to local businesses and industries. All trips are designed to fulfill specific learning objectives related to pupil activities in the interest centers and minicourses.

D. Resource People

Resource people may be students, teachers, administrators, or community members. Parents serve both as resource people and as volunteer aides. Resource people provide talent to the mini-courses and to the interest centers. Many of them are chosen because they represent various career categories related to what is being studied.

E. Continuous Themes

Some projects and activities, unlike minicourses, are continued throughout the school year. Such activities take place in classrooms and in the support center. Examples: the school newspaper, book publishing, the school store, and various dramatic representations. An effort is made to involve as many pupils as possible in these continuing activities.

F. Peer Teaching

This program is designed to provide opportunities for children to learn how to help one another. Participants are given intensive training and are then made available as helpers to other children who need individual assistance. This helping may occur either in the classroom or in the support center.

G. Student Initiated Projects

This activity was called "quest" in our original concept. This is the school's independent study program. Pupils are encouraged to set their own learning objectives, plan their own activities, and evaluate the outcomes of their efforts. Learning may take place in the classroom, in the support center, or in the community.

I have had time only to present in detail a small portion of Amphitheater's support program. The program is visualized by the staff as consisting of three phases - activities to foster enrichment, activities to strengthen basic skills, and activities to effect a change in pupil behavior.

VISUAL #4

You have heard only about seven activities in the enrichment phase of the elementary program.

Other activities for elementary pupils have been defined in the skills trengthening and behavior change phases.

The total program operates in a similar manner in Amphitheater's four secondary schools. Specific activities, however, vary widely from school to school.

The Planning Process

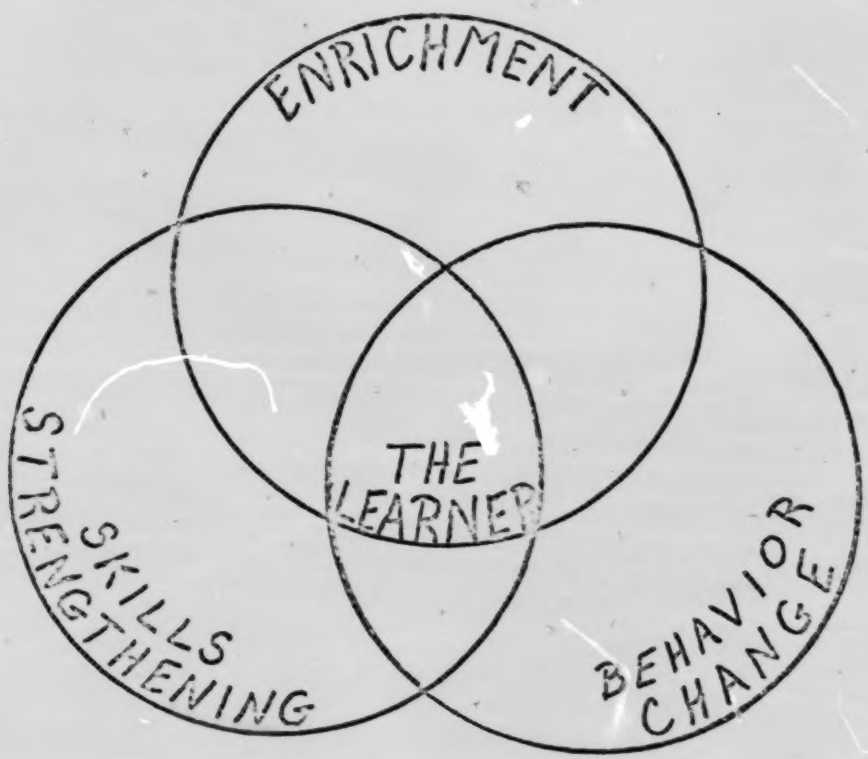
This program was planned and implemented by a district-wide planning committee composed of at least one representative from each of the district's thirteen schools.

VISUAL#4 - Series 2

AMPHITHEATER SUPPORT PROGRAM

A BECOMING PROCESS

K-12



Similar planning committees were formed within each of the schools.

The district-wide committee went through five well-defined stages,

VISUAL #5 (Series 2)

The first stage was called "Research and Development". It consisted of four steps:

1) Initial Conceptualization. This step was begun by the Superintendent and his assistant during the car ride from Vail to Denver. It was continued by the planning committee until an initial concept was defined. This definition was made in the form of a position paper which provided the rationale for the program, described the components of the program, made proposals for staffing the program, and outlined the program's goals and objectives.

2) Needs Assessment and Analysis. Following the initial conceptualization, a series of needs assessments was conducted. Administrators, teachers, students, and parents were asked to identify ways the schools could improve their services. Needs statements were collected through formal pencil and paper-type surveys and through more informal brainstorming sessions. The results were analyzed and interpreted by the committee.

3) Definition of Strategies. Once the needs had been analyzed, the program objectives were revised and strategies for meeting those objectives were tentatively defined. You saw samples of some of those strategies a few minutes ago when I described some of the support program activities under way in several elementary schools.

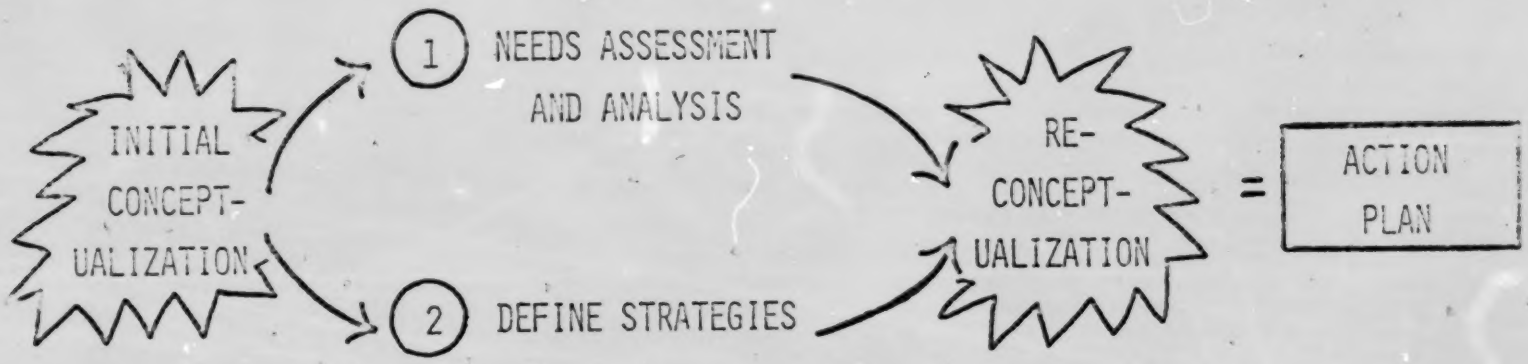
4) Re-Conceptualization. Once the needs had been analyzed and interpreted, objectives defined, and strategies for achieving the objectives identified, the committee again considered the over-all concept of the program. They they developed their action plan for implementation.

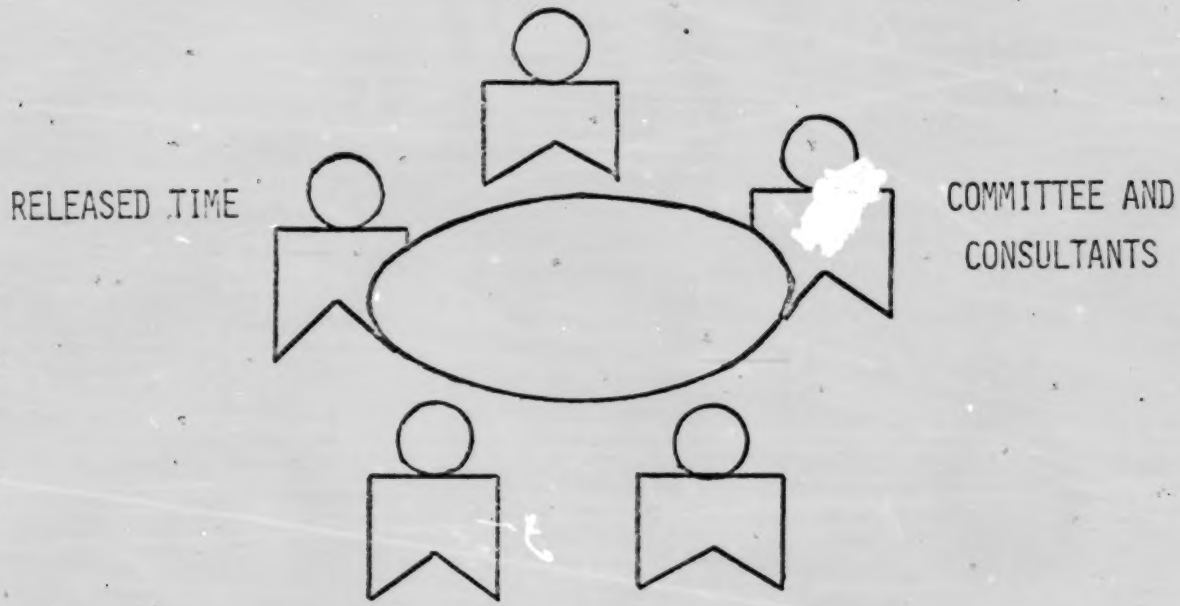
VISUAL #6

5) The Action Plan. The action plan called for piloting the concept in three elementary schools by November of 1975. Evaluation of the pilot projects was to take place during the summer of 1976. Following the evaluation the pilot programs would be modified. The plan then provided for expansion of the project to include all schools

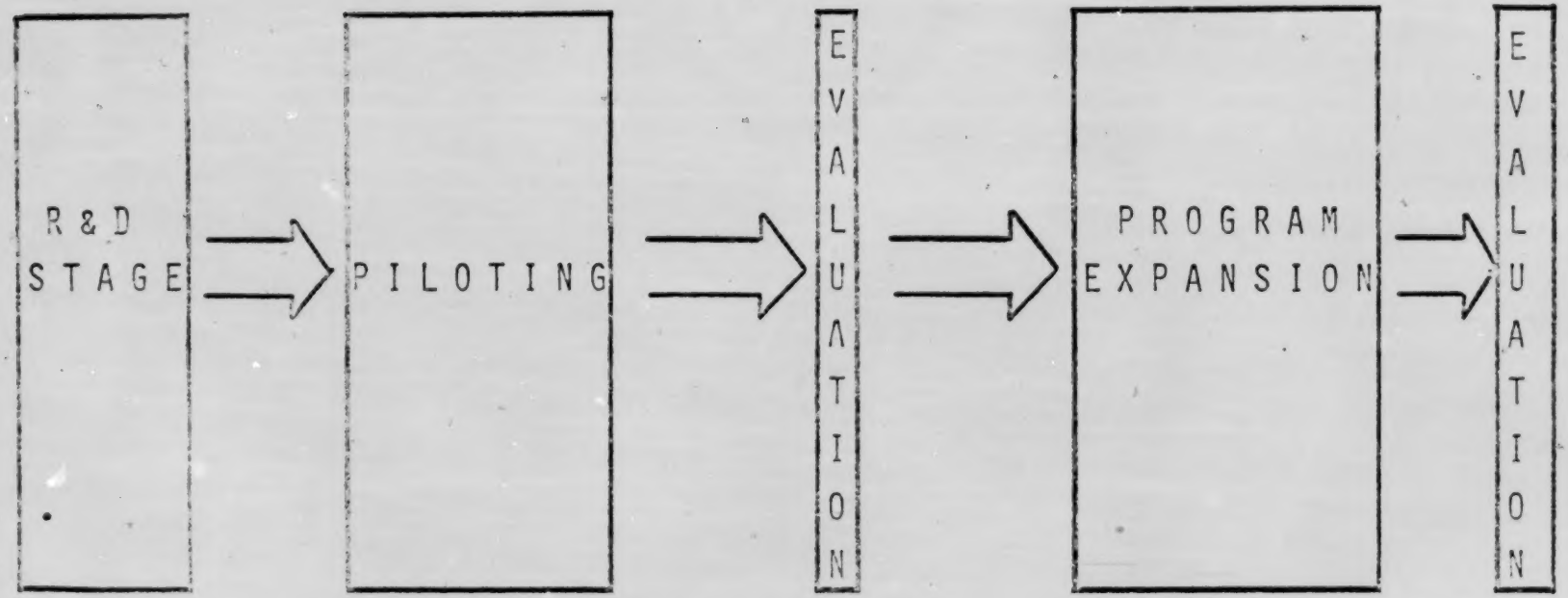
AMPHITHEATER PLANNING PROCESS

R & D STAGE





AMPHITHEATER PLANNING PROCESS



in the district during the 1976-77 school year. This expansion has taken place and the district is now in the middle of the second evaluation cycle. An important part of the evaluation is a series of program audits conducted by the Arizona Department of Education. These audits are conducted by a visiting team of approximately eight specialists. Their observations and interviews are structured carefully so that they are looking at each support program's objectives. Their reports are considered by the committee as modifications are made in the program.

Well, I said in the beginning that I intended to present three snapshots of promising practices. I've done that. Unfortunately in a snapshot you don't always get as much detail as you'd like. I hope, however, you have seen how teachers can be involved in planning for extensive curriculum revision in three kinds of situations.

Snapshot number one showed how an interdisciplinary team of teachers can be quickly taught how to use a simple planning format to develop inter-disciplinary activities.

Snapshot number two showed how all of the teachers in a district can be involved in planning for school improvement.

And snapshot number three showed how, with careful planning, a committee of teachers can install a new program in all of the schools in a medium-sized district.

The Total Faculty Approach

The fourth snapshot comes from Urbana, Illinois, where I was Superintendent of Schools until approximately two years ago. In this project a total faculty, with assistance from the district's administration and from the University, succeeded in completely reorganizing a school and dramatically reducing class size. As a result, pupil performance in basic skills and pupils' self-concepts were markedly improved.

Urbana's Assistant Superintendent, Dr. Don Holste, will describe what happened.

THE URBANA PRESENTATION

Dr. Donald Holste

Note: An exact transcript of this portion of the presentation is not available. During this time, however, Dr. Holste described how the total staff of the Webber School in Urbana participated in the planning process to completely re-organize their school. This project is described in writing in the following material which was originally prepared by Dr. James Roland and Mrs. Marjorie Carter of Urbana School District #116.

URBANA PRESENTATION

WHEN SPECIAL EDUCATION PROGRAMS ARE ESTABLISHED WITHIN THE PUBLIC SCHOOLS THEY ARE USUALLY ESTABLISHED FOR ONE OF THE FOLLOWING THREE REASONS:

1. BECAUSE THERE ARE CERTAIN IDENTIFIBLE NEEDS OF A PARTICULAR GROUP OF CHILDREN WHICH CANNOT BE MET WITHIN THE FRAMEWORK OF EXISTING SCHOOL PROGRAMS -- OR AT LEAST THIS IS THE EDUCATION RATIONALE FOR THE IMPLEMENTING OF SPECIAL PROGRAMS WITHIN SCHOOL DISTRICTS.
2. THERE IS PRESSURE FROM PARENTS OR GROUPS WHICH HAVE A STRONG INTEREST IN CERTAIN HANDICAPPING CONDITIONS AND SUCH PROGRAMS ARE ESTABLISHED AS A RESULT OF THAT PRESSURE -- IN THESE CASES THE PROGRAM IS USUALLY ONLY SUFFICIENT TO THE POINT THAT IT EASES SUCH PRESSURE.
3. OR IN MANY STATES THE PROVISION OF SPECIAL EDUCATION SERVICES TO CHILDREN IS MANDATORY. SUCH IS THE CASE IN ILLINOIS.

IN THE CASE OF WEBBER SCHOOL I MUST ADD A FOURTH:

4. WHEN A GROUP OF EXPERIENCED TEACHERS FEEL SO STRONGLY THEY ARE FAILING THE SCHOOL POPULATION THEY SERVE, THAT THEY HAVE THE COURAGE TO PROPOSE A RADICAL REORGANIZATION TO THE BOARD OF EDUCATION AND THE DISTRICT LEVEL ADMINISTRATION -- THE WEBBER FACULTY HAD THIS COURAGE.

AT THIS POINT I BELIEVE IT MIGHT BE BENEFICIAL TO GIVE YOU SOME GENERAL BACKGROUND INFORMATION ABOUT URBANA IN GENERAL, BUT WEBBER IN PARTICULAR, IN ORDER TO GIVE ONE A PERSPECTIVE INTO THE ENVIRONMENT IN WHICH THIS PROGRAM MODEL OPERATES.

URBANA IS A CITY OF OVER 35,000 PEOPLE. IT IS A TWIN CITY TO CHAMPAIGN. THE UNIVERSITY OF ILLINOIS IS LOCATED IN BOTH CITIES BUT LARGELY IN URBANA. DURING THE ACADEMIC YEAR THE AREA IS INCREASED BY THE UNIVERSITY ENROLLMENT WHICH EXCEEDS 35,000 STUDENTS. THE CITY OF URBANA HAS VERY LITTLE INDUSTRY AND OVER ONE-THIRD OF THE RESIDENTS ARE ENGAGED IN WORK CONNECTED WITH THE UNIVERSITY OF ILLINOIS. THE POPULATION INCLUDES A BROAD RANGE OF SOCIO-ECONOMIC LEVELS WITH APPROXIMATELY 20% OF THE FAMILIES AT THE LOWER SOCIO-ECONOMIC LEVEL. URBANA HAS A HIGHLY TRANSIENT POPULATION IN BOTH THE GENERAL POPULATION AS WELL AS IN TEACHING STAFF. THE TOTAL SCHOOL POPULATION IS SLIGHTLY OVER 6,000 WITH A PROFESSIONAL STAFF OF 368 -- 15% OF WHICH ARE SPECIAL EDUCATION PERSONNEL. URBANA IS A TOTALLY RACIALLY INTEGRATED SCHOOL SYSTEM AND THIS WAS DONE VOLUNTARILY IN 1966. I SHOULD ALSO POINT OUT THAT URBANA IS NOT A WEALTHY SCHOOL DISTRICT, BECAUSE DURING OTHER PRESENTATIONS OF THIS MODEL THIS HAS BEEN A FREQUENT ASSUMPTION OF THE AUDIENCE.

WEBBER SCHOOL

I WILL NOW ADDRESS MY REMARKS SPECIFICALLY TO WEBBER SCHOOL. WEBBER SCHOOL IS LOCATED NEAR DOWNTOWN URBANA. IT IS IN A BASICALLY DETERIORATING NEIGHBORHOOD. IT IS AN OLD BUILDING, WHICH OVER THE PAST FOUR OR FIVE YEARS HAS BEEN EXPERIENCING A DECLINING ENROLLMENT. IT SERVES A STUDENT BODY WHICH HAS A LARGE PERCENTAGE OF CHILDREN FROM LOW SOCIO-ECONOMIC HOMES. IT HAS CONSISTENTLY SERVED A POPULATION OF WHICH 35 to 40% WERE ELIGIBLE FOR AND RECEIVING A VARIETY OF SPECIAL EDUCATION SUPPORTIVE SERVICES. A LARGE PROPORTION OF THE STUDENTS HAVE BEEN IDENTIFIED AS POSSESSING INADEQUATE ACADEMIC SKILLS. IN ADDITION, MANY OF THE STUDENTS POSSESSED A NEGATIVE ATTITUDE TOWARD SCHOOL AND EXHIBITED BEHAVIORS WHICH MADE IT DIFFICULT FOR THEM TO GET ALONG WITH THEIR PEERS. MANY OF THE CHILDREN ALSO APPEARED TO POSSESS AN INADEQUATE SELF-CONCEPT OF THEMSELVES. IN THE EARLY 1970's WEBBER'S ENROLLMENT WAS LESS THAN 300 STUDENTS AND 5.0 FTE SPECIAL EDUCATION TEACHERS SERVED IN A RESOURCE ROOM OR SUPPORTIVE SERVICES CAPACITY. THIS ORGANIZATION FOR A PERIOD OF TIME SEEMED BOTH REASONABLE AND EFFECTIVE. HOWEVER, SOME TRENDS BEGAN TO EMERGE INDICATING THE POSSIBLE INAPPROPRIATENESS OF THE APPROACH WE WERE USING. THIS WAS EVIDENCED BY:

1. DOWNWARD TREND IN READING ACHIEVEMENT AS MEASURED BY THE STANFORD DIAGNOSTIC TESTS (GIVEN YEARLY).

2. DECIDED INCREASE IN INAPPROPRIATE BEHAVIOR.

3. NOTICEABLE STIGMA ATTACHED TO CHILDREN RECEIVING SERVICE IN ISOLATION FROM THE CLASSROOM SETTING.

4. POOR SELF-CONCEPT ON THE PART OF MANY CHILDREN ASSOCIATED WITH INSTRUCTIONAL ISOLATION.

5. NOTICEABLE FRAGMENTATION OF INDIVIDUAL EDUCATION PROGRAMS DUE TO SCHEDULING REQUIREMENTS.

THEREFORE, IN ORDER TO MORE HUMANIZE THE SCHOOL ENVIORNMENT OF WEBBER SCHOOL AND TO REVERSE THE DOWNWARD TREND IN ACADEMIC ACHIEVEMENT, THE WEBBER FACULTY PROPOSED THAT A RADICAL CHANGE IN THE SCHOOL'S ORGANIZATION AND PROGRAMS BE MADE.

THE WEBBER MODEL

THE PLANNING FOR THE WEBBER MODEL BEGAN IN LATE 1972 AND CONTINUED THROUGH THE SPRING OF 1973 FOR IMPLEMENTATION IN THE 1973-74 SCHOOL YEAR. DURING THIS PLANNING STAGE CERTAIN STIPULATIONS OR "GROUND RULES" WERE MADE. THEY WERE AS FOLLOWS:

1. THAT THE PLANNED PROGRAM COSTS BE APPROXIMATELY AT THE SAME EXPENDITURE LEVEL FOR 1973-74 AS IT WAS FOR THE 1972-73 SCHOOL YEAR.

2. THAT THE PROGRAM BE ESTABLISHED WITHOUT THE USE OF ANY FEDERAL GRANT MONIES. (ONLY USE STATE AND LOCAL FUNDS)

3. THAT THE DISTRICT COULD RECEIVE APPROVAL FROM THE ILLINOIS OFFICE OF EDUCATION FOR A VARIANCE IN THE USE OF LEARNING DISABILITIES PERSONNEL ACCORDING TO THE ILLINOIS RULES AND REGULATIONS TO GOVERN THE ADMINISTRATION AND OPERATION OF SPECIAL EDUCATION.

4. THAT NO STATE MANDATED SPECIAL EDUCATION SERVICES COULD BE ELIMINATED (SOCIAL WORK, PSYCHOLOGICAL SERVICES, SPEECH LANGUAGE THERAPY).

5. THAT AN ON-GOING INTENSIVE EVALUATION OF THE EDUCATIONAL DEVELOPMENT AND NEEDS OF THE CHILDREN BE PLANNED FOR AND CONDUCTED. (THIS IS ALSO A REQUIREMENT BY THE ILLINOIS OFFICE OF EDUCATION WHEN GRANTING A VARIANCE IN THE RULES AND REGULATIONS FOR SPECIAL EDUCATION.

THE FACULTY DECISION WAS MADE THAT THIS MODEL SHOULD MOVE TOWARD THE CONCEPT OF "ZERO REJECT" WHICH IN ITS PUREST SENSE WOULD ESSENTIALLY MEAN THAT ONCE A CHILD WAS ENROLLED IN A STANDARD EDUCATION PROGRAM WITHIN THE SCHOOL IT WOULD BE PRACTICALLY IMPOSSIBLE TO SEPARATE THAT CHILD FROM THE STANDARD EDUCATION PROGRAM. THIS THEN PLACES THE RESPONSIBILITY OF FAILURE ON THE TEACHER RATHER THAN THE STUDENT. (ALSO CONSIDERED WAS MAINSTREAMING, AS WELL AS LEAST RESTRICTIVE ALTERNATIVE MODELS)

IN CONJUNCTION WITH THE "ZERO REJECT MODEL", TEACHER ROLES WERE DEFINED AS FOLLOWS:

1. SUPPORTIVE ROLE OF SPECIAL EDUCATION TEACHERS

A NECESSARY CHARACTERISTIC OF AN ALTERNATE SPECIAL EDUCATION SERVICES MODEL IS THAT IT MUST PLACE THE RESPONSIBILITY OF RECTIFICATION OF DIFFICULT CLASSROOM SITUATIONS SQUARELY ON THE SHOULDERS OF THE REGULAR CLASSROOM TEACHER. SPECIAL EDUCATION SHOULD NO LONGER BE A SOURCE OF COMPLETE OR SELF-SUFFICIENT EDUCATIONAL SERVICES FOR CHILDREN. SPECIAL EDUCATORS MUST PROVIDE THE SUPPORT AND TRAINING FOR THE REGULAR CLASSROOM TEACHER.

2. SELF-SUFFICIENT REGULAR TEACHERS

THE FIRST GOAL MUST BE ENHANCING OF REGULAR CLASSROOM TEACHERS' SKILLS TO THE POINT THAT PROBLEM SITUATIONS IN THE CLASSROOM CAN BE HANDLED ADEQUATELY BY THE INDIVIDUAL TEACHER WITHOUT OUTSIDE SUPPORT. IN OTHER WORDS, THE GOAL IS TO MAKE TEACHERS SELF-SUFFICIENT, ABLE TO HANDLE PROBLEMS RATHER THAN REFER THEM.

IN ORDER TO INITIATE THE WEBBER MODEL, A RADICAL REORGANIZATION WAS PROPOSED BY THE WEBBER FACULTY TO MORE HUMANIZE THE SCHOOL ENVIRONMENT AND TO REVERSE THE DOWNWARD TREND OF ACADEMIC ACHIEVEMENTS. THE FACETS OF THE PROGRAM PROPOSAL WERE AS FOLLOWS:

1. THAT WEBBER SCHOOL BE REORGANIZED TO ACHIEVE A CLASSROOM-TEACHER-PUPIL RATIO OF ONE TO FIFTEEN. IN ORDER TO ACHIEVE SUCH A RATIO, CLASSROOM TEACHERS WILL ASSUME TASKS NOW PERFORMED BY SUPPORTIVE PERSONNEL (MUSIC, PHYSICAL EDUCATION, TEACHER AIDES, TEACHER CLERKS, ETC.)

2. THAT EACH FULL-TIME CERTIFICATED PERSON, WITH THE EXCEPTION OF THE PRINCIPAL AND THE LIBRARIAN, ASSUME RESPONSIBILITY FOR ESTABLISHING AND MAINTAINING AN ON-GOING PERSONAL RELATIONSHIP WITH THE FIFTEEN CHILDREN ASSIGNED TO THEM. RESULTANT GROUPING SHALL BE HETEROGENEOUS.

3. THAT SELF-CONTAINED CLASSES MAY EXIST DURING THE FIRST MONTH OF SCHOOL AS AN ADJUSTMENT PERIOD FOR THE PURPOSES OF BUILDING RAPPORT AND ESTABLISHING STABLE LEARNING ENVIRONMENTS.

4. THAT THERE SHALL BE A COMMON PLANNING AND CONSULTATION TIME FOR ALL TEACHERS FOLLOWING THE STUDENT'S DAY.

5. THAT THERE BE EMPLOYED A SUFFICIENT NUMBER OF SPECIAL EDUCATION PERSONS TO MEET THE NEEDS OF ALL CHILDREN, WHO BECAUSE OF SOCIAL OR LEARNING PROBLEMS, ARE UNABLE TO MAKE CONSTRUCTIVE USE OF THEIR SCHOOL EXPERIENCES AS DEFINED IN SECTION 14 OF THE SCHOOL CODE FOR THE STATE OF ILLINOIS -- THIS SECTION OF THE SCHOOL CODE DEALS WITH THE MANDATING OF COMPREHENSIVE SPECIAL EDUCATION SERVICES.

6. THAT THE SPECIAL EDUCATION PROGRAM BE INTEGRATED WITHIN THE STANDARD PROGRAM IN SUCH A MANNER THAT THE CHILDREN WILL NO LONGER SUFFER FROM THE STIGMA ASSOCIATED WITH THE LABELING AND ISOLATION. FURTHER, THAT THIS SHALL CONSTITUTE A FIRST STEP TOWARD COMPLIANCE WITH THE CONCEPT IN SPECIAL EDUCATION OF A "ZERO REJECT MODEL."

7. THAT THERE BE IMPLEMENTED PROGRAMS WHICH TAKE INTO CONSIDERATION THE VARIOUS LEARNING STYLES OF CHILDREN.

8. THAT THROUGH INSERVICE TRAINING ALL CERTIFIED PERSONNEL BE TRAINED IN TECHNIQUES AND SKILLS DESIGNED TO IMPROVE INTERPERSONAL RELATIONSHIPS.

9. THAT THE ~~PRESENT~~ LUNCHROOM SETUP BE ABANDONED IN FAVOR OF ONE WHICH REQUIRES THAT EACH TEACHER BE WITH THE FIFTEEN CHILDREN ASSIGNED TO HIM/HER. THIS IS TO BE AN EDUCATIONAL EXPERIENCE RATHER THAN A LUNCHROOM SUPERVISION TYPE OF SERVICE.

10. THAT THE LENGTH OF THE SCHOOL DAY SHALL BE THE SAME FOR ALL CHILDREN IN ATTENDANCE AT WEBBER SCHOOL, WITH THE EXCEPTION OF THE KINDERGARTEN CHILDREN.

11. THAT IN ORDER TO MAKE MORE EFFICIENT USE OF AVAILABLE CLASSROOM MATERIALS, THERE BE EMPLOYED AN INSTRUCTIONAL PROGRAM SECRETARY WHOSE

MAIN FUNCTION SHALL BE TO INVENTORY, ORGANIZE, CATALOG, AND DISSEMINATE SUCH MATERIALS.

COST OF IMPLEMENTATION

IN A TIME WHEN FINANCING OF SCHOOL PROGRAMS IS SUFFERING A SEVERE "CRUNCH", I BELIEVE IT IS IMPORTANT TO MENTION COSTS OF THIS PROGRAM. PRIOR TO INITIATING THE WEBBER PROGRAM TOTAL EXPENDITURES FOR THE BUILDING WAS $235,450 (THIS INCLUDED THE PRINCIPAL, LIBRARIAN, MUSIC TEACHER, PHYSICAL EDUCATION TEACHER, SPECIAL EDUCATION PERSONNEL, TEACHER AIDES, AND TEACHER CLERKS) WITH A F.T.E. 20.7.

EXPENDITURES FOR THE 1973-74 SCHOOL YEAR, THE FIRST YEAR OF IMPLEMENTATION WAS $241,058 WHICH WAS AN INCREASE OF $5,600 OVER THE PREVIOUS YEAR. THIS WAS ACHIEVED BY THE ELIMINATION OF MUSIC, PHYSICAL EDUCATION, TEACHER AIDES, TEACHER CLERKS, AND SLIGHT REDUCTIONS IN SUPPORTIVE SPECIAL EDUCATION PERSONNEL. THREE REGULAR CLASSROOM TEACHERS WERE REPLACED WITH LEARNING DISABILITY TEACHERS WHICH GENERATED ADDITIONAL SPECIAL EDUCATION REIMBURSEMENT WHICH IS BASED ON PROFESSIONAL PERSONNEL IN THE STATE OF ILLINOIS. THEREFORE, THE WEBBER SCHOOL REORGANIZATION WAS ACHIEVED WITH ADDITIONAL EXPENDITURES OF $5,600 AND THE ADDITION OF .6 F.T.E.

APPLICABILITY OF MODEL

IT IS OUR BELIEF THAT THE WEBBER SCHOOL PROJECT HAS APPLICABILITY OR TRANSFERABILITY GENERALLY IN THE FOLLOWING SITUATIONS:

1. IN ATTENDANCE AREAS WHERE THERE IS A DECLINING STUDENT ENROLLMENT.
2. IN AREAS WHERE SCHOOLS ARE LOCATED NEAR DOWNTOWN AREAS AND/OR NEIGHBORHOODS WHICH ARE EXPERIENCING DETERIORATION IN HOUSING.
3. IN SCHOOLS WHERE THE ABOVE TWO CONDITIONS EXIST AND HAVE A HIGH CONCENTRATION OF CHILDREN IN NEED OF SPECIAL EDUCATION SERVICES.

CONSTRAINTS

AS IN MOST MODELS WE FIND THAT THERE ARE CERTAIN CONSTRAINTS IN THEIR IMPLEMENTATION. THERE ARE NO DOUBT OTHER CONSTRAINTS, BUT AT LEAST THREE COME TO MIND:

1. THIS MODEL NEEDS A LARGE AMOUNT OF PHYSICAL SPACE WHEN WE HAVE ONE CLASSROOM FOR EACH 15 CHILDREN. IT WOULD NOT BE A VIABLE MODEL UNLESS A SIGNIFICANT ENROLLMENT DECLINE HAD OCCURRED IN AN ATTENDANCE AREA.
2. TEACHER MOBILITY COULD BE A PROBLEM, AS IT IS NECESSARY TO DEVELOP A STRONG RAPPORT WITH FELLOW TEACHERS AS WELL AS WITH CHILDREN. IT ALSO TAKES A TEACHER A LITTLE MORE TIME "TO GET INTO THE SWING OF THINGS" WITH

THIS MODEL, BECAUSE BY-AND-LARGE THEY HAVE NOT BEEN TRAINED TO WORK IN SCHOOLS ORGANIZED IN THIS MANNER.

3. ONE MUST ALSO BE ON CONSTANT GUARD THAT A SCHOOL ORGANIZED IN THIS FASHION NOT BECOME IDENTIFIED AS A SPECIAL EDUCATION ATTENDANCE CENTER. ADMINISTRATORS AT TIMES, IN WHAT THEY FEEL IS IN THE BEST INTEREST OF PROVIDING NEEDED PROGRAMS FOR HANDICAPPED CHILDREN, MAY BE TEMPTED TO ASSIGN CHILDREN FROM OTHER BUILDINGS IN ORDER THAT SPECIFIC CHILDREN MAY RECEIVE BENEFITS OF THIS TYPE OF PROGRAMMING. WHEN THIS OCCURS WE FIND WE HAVE PLANTED THE SEED FROM WHICH SPECIAL EDUCATION ATTENDANCE CENTERS GROW.

MRS. CARTER WILL NOW PRESENT THE WEBBER MODEL'S ORGANIZATION FOR INSTRUCTION.

WEBBER MODEL'S
ORGANIZATION FOR INSTRUCTION

BETWEEN THE RECOGNITION OF A PROBLEM WITH A PROPOSED SOLUTION AND THE DELIVERY OF SERVICE, THERE LIES AN EXTRAORDINARY AMOUNT OF HARD WORK. THIS BURDEN MUST NECESSARILY BE BORNE BY TEACHERS IN DIRECT CONTACT WITH CHILDREN. MY REMARKS WILL DESCRIBE HOW THE WEBBER STAFF HAS TRANSLATED THEIR ASPIRATION INTO A WORKING MODEL.

IN ORDER TO REALIZE THE TWIN GOALS OF HUMANIZING THE SCHOOL ENVIRONMENT AND REVERSING THE DOWNWARD TREND IN ACADEMIC ACHIEVEMENT, IN A CONSISTANT FASHION THROUGHOUT THE SCHOOL, IT WAS RECOGNIZED THAT MUCH ON-GOING PLANNING AND COMMUNICATION WOULD BE NECESSARY. THEREFORE, TO FACILITATE STABILITY AND STRUCTURE IN THIS PLANNING WHILE AT THE SAME TIME PERMITTING FLEXIBILITY AND CREATIVITY IN IMPLEMENTATION, THE SCHOOL HAS BEEN ORGANIZED INTO PROGRAM PLANNING UNITS. (I'LL RETURN TO THESE A LITTLE LATER.)

ADDITIONALLY, THERE WAS AN AWARENESS THAT THE UNIT CONCEPT CARRIED WITH IT SOME DANGER OF THESE UNITS FUNCTIONING IN ISOLATION. THIS WOULD, OF COURSE, BE CONTRARY TO THE INTENT OF DEVELOPING A TOTAL SCHOOL PHILOSOPHY AND PROVIDING CONTINUITY OF PROGRAM FROM KINDERGARTEN THROUGH SIXTH GRADE. IN ORDER TO AVOID THIS POSSIBILITY, AND TO INSURE MAXIMUM PRODUCTIVE COMMUNICATION, THESE THREE MAJOR PROVISIONS HAVE BEEN INCORPORATED INTO THE PROGRAM; A COMMON PLANNING

PERIOD FOLLOWING EACH STUDENT DAY, GENERAL GOALS TO DIRECT PROGRAM PLANNING UNITS AND STANDING COMMITTEES TO DIRECT AND COORDINATE THE ENTIRE OPERATION.

TEACHERS OF THE URBANA SCHOOL DISTRICT ENJOY A PROFESSIONAL WORKING DAY -- THAT IS, A TEACHER'S REQUIRED ON-SITE WORKING TIME IS THE SAME AS THE STUDENT'S DAY, WITH THE EXCEPTION OF ONE FACULTY MEETING PER WEEK. HOWEVER, AS A CONDITION OF EMPLOYMENT AT WEBBER SCHOOL, EACH TEACHER MUST CONTRACTUALLY AGREE THAT THEIR SCHOOL DAY SHALL INCLUDE A ONE-HOUR COMMON PLANNING PERIOD FOLLOWING THE STUDENT'S DAY. THIS CONDITION WAS IMPOSED BY THE FACULTY WHICH DEVELOPED THE PROGRAM, AND EACH YEAR EVERY TEACHER CONTINUES TO SIGN AN AGREEMENT TO THIS EFFECT. THE ADMINISTRATION ALSO UNDERSTANDS AND HONORS THIS PERIOD AS TIME RESERVED FOR PLANNING, CONSULTATION, EVALUATION AND SUCH OTHER ITEMS WHICH THE FACULTY DEEM IMPORTANT TO THE PROGRAM.

A NORMAL WEEKLY SCHEDULE OF THIS TIME WOULD BE: MONDAY -- WHEN MEMBERS OF EACH UNIT MEET TOGETHER TO PLAN PROGRAM, TO DISCUSS THE NEEDS OF INDIVIDUAL STUDENTS, TO MAKE BUDGET DECISIONS AND SO ON. ON TUESDAY CROSS-UNIT MEETINGS TAKE PLACE. THESE MEETINGS DEAL WITH CONCERNS EFFECTING TWO OR MORE UNITS. USUALLY, AFTER INVESTIGATING ANY SUCH MATTER, THEY DEVELOP RECOMMENDATIONS WHICH ARE THEN BROUGHT BEFORE THE ENTIRE FACULTY FOR ACTION. ON WEDNESDAY THE ENTIRE FACULTY MEETS TOGETHER TO ACT ON ANY ITEM PLACED ON THE AGENDA. A REALLY FINE

THING ABOUT OUR AGENDA IS THAT ANY INDIVIDUAL CAN PLACE ON IT ANY ITEM WHICH THEY WOULD LIKE TO BRING BEFORE THE FACULTY FOR THEIR CONSIDERATION. AS YOU CAN IMAGINE, OUR AGENDAS RUN THE GAMUT FROM A REQUEST THAT EVERYONE SHOULD PARK IN SUCH A MANNER THAT THEY USE ONLY ONE SPACE, TO SUCH ITEMS AS HOW WE WILL RESPOND TO CERTAIN SCHOOL BOARD ACTIONS OR HOW WE WILL USE OUR STAFFING ALLOTMENT FOR THE FOLLOWING SCHOOL YEAR. THE THURSDAY CURRICULUM MEETINGS ARE PRETTY SELF-EXPLANATORY -- THIS IS WHEN WE DISCUSS ALL-SCHOOL CURRICULUM, SELECT TEXT BOOKS AND MAKE EVALUATIONS OF AND ADJUSTMENTS IN THE EDUCATION PROGRAM. ONLY RARELY ARE MEETINGS CALLED ON FRIDAY. UNLESS THERE IS A PRESSING SITUATION, TEACHERS USE THIS TIME IN ANY WAY THEY CHOOSE.

AS I POINTED OUT EARLIER, THE SCHOOL HAS BEEN ORGANIZED INTO PROGRAM PLANNING UNITS. THESE UNITS CONSIST OF A GROUP OF CHILDREN AND THE TEACHERS RESPONSIBLE FOR THEIR SCHOOL ACTIVITIES. AN EXAMPLE OF A PLANNING UNIT WOULD BE ABOUT NINETY CHILDREN, FOUR REGULAR CLASSROOM TEACHERS AND TWO SPECIAL EDUCATION TEACHERS. THERE ARE THREE SUCH UNITS AT WEBBER SCHOOL: A KINDERGARTEN THROUGH SECOND GRADE UNIT, A THIRD THROUGH FOURTH GRADE UNIT AND A FIFTH THROUGH SIXTH GRADE UNIT. EVEN THOUGH EACH UNIT EXERCISES CONSIDERABLE AUTONOMY IN ITS OPERATION, WE DO HAVE GUIDELINES TO HELP EACH UNIT MAINTAIN THE INTEGRITY OF THE PROGRAM. THESE

ARE: EACH UNIT SHALL HAVE RESPONSIBILITY FOR THE TOTAL EDUCATION PROGRAM OF THOSE STUDENTS ASSIGNED THEM. EACH UNIT SHALL MAKE THE DECISIONS REGARDING THE USE OF TIME, BUDGET, SPACE AND STAFF. UNITS SHALL ALLOT SUFFICIENT TIME IN WHICH TO PLAN, CONSULT AND EVALUATE ACTIVITIES. THE SPECIAL EDUCATION PROGRAM SHALL BE INTEGRATED WITHIN THE STANDARD PROGRAM IN SUCH A MANNER THAT THE CHILDREN WILL NOT EXPERIENCE STIGMA. UNIT PROGRAMS SHALL INSURE CONTINUITY OF EDUCATION THROUGHOUT THE SCHOOL. INDIVIDUAL TEACHER'S DECISIONS SHALL BE CONSISTENT WITH THE UNIT'S OPERATION. TEACHERS SHOULD PRACTICE ROLE SPECIALIZATION AND A DIVISION OF LABOR. OPPORTUNITY SHALL BE PROVIDED TO INSURE THAT EACH TEACHER KNOWS THE STUDENTS WITHIN THE UNIT. TEACHERS SHOULD WORK TOWARD GUIDING THE INDIVIDUAL CHILD TO BECOME RESPONSIBLE FOR HIS OWN LEARNING AND BEHAVIOR. AND, TEACHERS SHOULD HELP EACH CHILD FUNCTION AS AN INDIVIDUAL WHO LIKES AND RESPECTS HIMSELF AND OTHERS.

BECAUSE THE STAFF HAS INVESTED SO MUCH OF THEMSELVES INTO THE DEVELOPMENT OF THIS PROGRAM, THERE IS EVIDENT A STRONG DESIRE TO RETAIN CONTROL OF IT. THIS HAS BEEN ACCOMPLISHED THROUGH FIVE STANDING COMMITTEES WHICH DIRECT AND COORDINATE THE TOTAL OPERATION. THESE COMMITTEES ARE A PROFESSIONAL COMMITTEE, A BUDGET COMMITTEE, A CURRICULUM COMMITTEE, AN EVALUATION COMMITTEE AND A SPECIAL EDUCATION COMMITTEE.

IN ORDER TO MAXIMIZE COMMUNICATION AND AVOID POTENTIAL PROBLEMS, A PROFESSIONAL COMMITTEE HAS BEEN ESTABLISHED. IT INCLUDES AN ELECTED REPRESENTATIVE FROM EACH UNIT AND THE BUILDING PRINCIPAL. THIS COMMITTEE MEETS AT LEAST ONCE A MONTH TO ADDRESS ITSELF TO PROBLEMS OR POSSIBLE PROBLEMS ARISING FROM THE PROGRAM. THE MEMBERS COMMUNICATE REGULARLY WITH THE STAFF IN ORDER TO MAINTAIN MAXIMUM TEACHER INPUT AND TO MINIMIZE ANXIETIES. THIS GROUP WAS RESPONSIBLE FOR THE RESTRUCTURING OF THE WEDNESDAY FACULTY MEETING. IN THE BEGINNING THIS WAS A TYPICAL MEETING CONDUCTED BY THE PRINCIPAL. FOLLOWING CONCERNS BY TEACHERS THAT THEY REALLY DIDN'T FEEL THEY HAD AN OPPORTUNITY TO FULLY EXPRESS THEMSELVES OR ADEQUATELY EXCHANGE IDEAS, THIS COMMITTEE DEVELOPED A DIFFERENT FORMAT. NOW, ON A ROTATING BASIS, EACH MEMBER OF THE STAFF (AND I WANT TO STRESS THAT WHEN I MENTION STAFF, IT ALWAYS INCLUDES OUR PRINCIPAL AS AN ACTIVE AND PARTICIPATING MEMBER) MUST TAKE HIS TURN AS THE CONVENER AND AT ANOTHER TIME AS SECRETARY. IN MAKING DECISIONS, WE NOW STRIVE FOR CONSENSUS, BUT REQUIRE A SUPER MAJORITY, WITH EVERY DISSENTING MEMBER REQUIRED TO VOICE THEIR OBJECTION. THIS NEW STRUCTURE HAS LED TO A MUCH FREER EXCHANGE OF IDEAS AND A BETTER UNDERSTANDING OF DIFFERING VIEWPOINTS.

THE BUDGET POLICY AT WEBBER IS VERY OPEN. WHEN THE BUILDING BUDGET FOR THE

FOLLOWING YEAR IS RECEIVED, THE BUDGET COMMITTEE STUDIES IT AND PREPARES RECOMMENDATIONS FOR ITS DISTRIBUTION AMONG THE VARIOUS UNITS. IF, DURING THE COURSE OF THE YEAR, THERE IS A BUDGET CHANGE, THESE ARE THE PEOPLE WHO DEAL WITH IT. ONCE MONIES HAVE BEEN ALLOTTED TO UNITS, EACH UNIT IS FREE TO DETERMINE HOW THEY ARE TO BE USED.

WHEN OUTSIDERS COME IN CONTACT WITH OUR PROGRAM, THE FEATURE MOST USUALLY FOCUSED ON IS THAT CLASS SIZE OF FIFTEEN. THE STAFF, HOWEVER, IS FULLY COGNIZANT OF THE FACT THAT IF YOU PROVIDE THE SAME PROGRAM FOR FIFTEEN THAT YOU WOULD HAVE OFFERED THIRTY, YOU HAVEN'T MADE A SIGNIFICANT CHANGE FOR THE INDIVIDUAL CHILD. THE STAFF FURTHER DETERMINED THAT THE MAIN THRUST OF OUR CURRICULUM SHOULD BE DIRECTED TOWARD GROWTH AND IMPROVEMENT IN THE BASIC SKILLS. THEREFORE, WE HAVE A CURRICULUM COMMITTEE TO COORDINATE CURRICULUM DEVELOPMENT AND TO INSURE THAT WE MAINTAIN CONTINUITY OF PROGRAM.

AT THE TIME THAT THE REORGANIZATION WAS PUT INTO OPERATION, THE FACULTY ALSO WAS CONCERNED WITH THE DEVELOPMENT OF AN EVALUATION PLAN. WE, IN URBANA, ARE VERY FORTUNATE TO HAVE AN ASSISTANT SUPERINTENDENT FOR RESEARCH AND NEW PROGRAM DEVELOPMENT TO WHOM WE COULD TURN FOR ASSISTANCE IN THIS ENDEAVOR. HE AND OUR EVALUATION COMMITTEE HAVE WORKED DILIGENTLY TO FORMULATE AND CARRY OUT A PLAN RELEVANT TO THIS PARTICULAR PROGRAM. WE WILL RETURN TO THE RESULTS OF THEIR EFFORTS A LITTLE LATER IN THIS PRESENTATION.

THE SPECIAL EDUCATION COMMITTEE INCLUDES THE LEARNING DISABILITIES TEACHERS, THE PSYCHOLOGIST, THE SOCIAL WORKER AND THE SPEECH AND LANGUAGE THERAPISTS. IT IS THEIR FUNCTION TO SEE THAT THE CHILDREN IN NEED OF SUPPORTIVE HELP ARE IDENTIFIED AND RECEIVE APPROPRIATE PROGRAM AND INSTRUCTION. IT IS THEIR RESPONSIBILITY TO PROVIDE CONTINUITY OF PROGRAM FROM YEAR TO YEAR FOR EACH SPECIAL EDUCATION CHILD AND TO ASSURE THAT THERE IS A LOGICAL AND COMPLEMENTARY RELATIONSHIP BETWEEN THE CLASSROOM PROGRAM AND THE SPECIAL EDUCATION PROGRAM. FURTHER, IN THEIR ROLE AS CONSULTANTS, THEY AID THE REGULAR CLASSROOM TEACHERS IN THE ACQUISITION AND USE OF TEACHING TECHNIQUES AND SKILLS WHICH WILL ASSIST THEM IN MEETING THE UNIQUE NEEDS OF CHILDREN WITH LEARNING PROBLEMS WITHIN THE REGULAR CLASSROOM SETTING.

AS WAS MENTIONED EARLIER, OUR AGREEMENT WITH THE STATE SPECIAL EDUCATION PEOPLE REQUIRES THAT SPECIAL EDUCATION TEACHERS MUST PROVIDE INDIRECT SERVICE TO CHILDREN THROUGH THE REGULAR CLASSROOM TEACHER AND MUST BE RELIEVED FROM THEIR CLASSROOM RESPONSIBILITIES TO PROVIDE DIRECT SERVICE FOR ABOUT SEVEN HOURS EACH WEEK. THIS COMMITMENT HAS LED TO THE MOST FREQUENTLY ASKED QUESTIONS ABOUT OUR OPERATION -- "HOW ARE YOU ABLE TO RELEASE THE SPECIAL EDUCATION TEACHERS FROM THEIR CLASSROOM RESPONSIBILITIES?" AND "WHAT HAPPENS TO THEIR CHILDREN DURING THIS TIME?" THIS HAS BEEN ONE OF THE MORE DIFFICULT PARTS OF THE PROGRAM TO IMPLEMENT,

INVOLVING THE MERGING OF CURRICULUM NEEDS WITH THE PROGRAM COMMITMENT TO MINIMIZE STIGMA AND THE ABILITY OF CHILDREN TO COPE WITH SCHEDULING. THE INDIVIDUAL PROGRAM PLANNING UNITS ARE CHARGED WITH THE RESPONSIBILITY OF ACCOMPLISHING THIS. IT HAS REQUIRED A HIGH LEVEL OF PROFESSIONAL DEDICATION, SOME COMPROMISE AND MOST OF ALL, MUCH SELFLESS COOPERATION ON THE PART OF INDIVIDUAL FACULTY MEMBERS.

JUST AS THIS ASPECT OF THE PROGRAM IS THE MOST DIFFICULT TO IMPLEMENT, IT IS THE MOST DIFFICULT PART FOR THOSE NOT DIRECTLY INVOLVED TO UNDERSTAND. USING THE UNIT GUIDELINES WHICH I SHOWED YOU EARLIER, SEVERAL MODELS HAVE BEEN DEVELOPED. ALL OF THE MODELS HAVE IN COMMON HOMEROOM GROUPING FOR ABOUT THREE-AND-A-HALF HOURS A DAY, AND HETEROGENEOUS GROUPING THROUGHOUT THE ENTIRE SCHOOL DAY.

IN ONE UNIT THERE ARE FOUR REGULAR CLASSROOM TEACHERS, TWO LEARNING DISABILITIES TEACHERS AND APPROXIMATELY NINETY CHILDREN. IN THIS MODEL MUCH OF THE SPECIAL EDUCATION PROGRAM IS DELIVERED BY THE CLASSROOM TEACHERS WITHIN THE HOMEROOM PERIOD. DURING THE SWITCH TIMES, THE LD TEACHERS MONITOR THE CHILDREN'S PROGRESS AS THEY REACH CERTAIN POINTS IN A PROGRAM, AND GIVE INTENSIVE SUPPORT TO THOSE CHILDREN WHO GET 'HUNG UP' WITH PARTICULAR SKILLS. DURING ONE SWITCH PERIOD, THE CHILDREN FROM THREE HOMEROOMS ARE DIVIDED INTO TWO GROUPS FOR P.E. AND MUSIC ACTIVITIES WITH TWO REGULAR TEACHERS. ONE LD TEACHER IS THUS FREED TO WORK IN

THE MANNER JUST DESCRIBED WITH CHILDREN IN THE OTHER THREE CLASSES. DURING ANOTHER PERIOD THE OTHER THREE TEACHERS REPEAT THIS OPERATION WITH THE REMAINING CHILDREN. DURING A THIRD PERIOD ALL OF THE CHILDREN ARE REGROUPED FOR MINI-UNITS OF STUDY. IN THIS OPERATION EACH OF THE REGULAR TEACHERS, DEVELOPS A UNIT OF STUDY TO LAST FOR PERHAPS THREE WEEKS. AT THE END OF THAT PERIOD THE CHILDREN ROTATE TO ANOTHER UNIT OF STUDY AND SO ON, UNTIL AT THE END OF TWELVE WEEKS, THEY HAVE PROGRESSED THROUGH ALL FOUR. THEN FOUR NEW STUDIES ARE BEGUN AND THE PROCESS BEGINS AGAIN. AS IN THE OTHER TWO PERIODS, THE LD TEACHERS MONITOR INDIVIDUAL PROGRESS AND PROVIDE SHORT-TERM INSTRUCTION FOR THOSE CHILDREN NEEDING IT.

ANOTHER UNIT HAS DEALT WITH THE SWITCH TIME IN AN ENTIRELY DIFFERENT FASHION. IN THIS MODEL THERE ARE THREE REGULAR CLASSROOM TEACHERS, TWO LEARNING DISABILITIES TEACHERS AND APPROXIMATELY SEVENTY-FIVE STUDENTS. THE LD TEACHERS PROVIDE DAILY, SMALL GROUP INSTRUCTION TO THOSE CHILDREN IN NEED OF STRONG SUPPORTIVE HELP. THE MEMBERS OF THIS UNIT HAVE TWO DIFFERENT SCHEDULES WHICH THEY FOLLOW. ON ONE DAY, EACH CHILD HAS MUSIC, P.E. AND EITHER RECREATIONAL TYPE READING OR SPECIAL EDUCATION INSTRUCTION. ON THE REMAINING DAYS, CREATIVE EXPRESSION ACTIVITIES, SOCIAL STUDIES AND SCIENCE ARE OFFERED. NOW, OBVIOUSLY, THE CHILDREN RECEIVING SPECIAL EDUCATION MUST MISS ONE OF THESE. HOWEVER, THE TEACHERS KEEP VERY CAREFUL RECORDS ON EACH CHILD, AND IF A CHILD MISSES SCIENCE DURING ONE GROUPING PERIOD, THEY SEE TO IT THAT HE RECEIVES IT DURING THE NEXT.

THESE ARE JUST TWO EXAMPLES OF WHAT CAN HAPPEN DURING THE SWITCH TIME. SINCE THE REORGANIZATION HAS BEEN IN OPERATION, THERE HAVE BEEN A VARIETY OF SCHEDULES IN EFFECT AND I'M SURE MORE WILL BE CREATED AS TIME GOES ON, FOR AS THE SOCIAL AND EDUCATIONAL NEEDS OF THE CHILDREN CHANGE AND ENROLLMENT AND STAFFING FLUCTUATE, OUR PROGRAMS AND SCHEDULES WILL CONTINUE TO NEED ADJUSTMENT.

AT THIS POINT, I'M SURE YOU'RE THINKING, "HOW COULD YOU POSSIBLY SUBJECT CHILDREN AND TEACHERS TO THIS KIND OF OPERATION ON THE FIRST OR EVEN THE SECOND DAY OF SCHOOL?" THE ANSWER, OF COURSE, IS THAT WE DON'T. DURING THE FIRST THREE OR FOUR WEEKSOF EACH SCHOOL YEAR CHILDREN REMAIN WITH THEIR HOMEROOM TEACHER FOR THE ENTIRE SCHOOL DAY. THIS ALLOWS THE CHILDREN AN ADJUSTMENT TIME TO BECOME COMFORTABLE WITH THE TEACHERS AND THE CLASSROOM ROUTINE. IT ALSO GIVES THE TEACHERS A CHANCE TO GET WELL ACQUAINTED WITH THEIR CHILDREN AND TO WORK OUT PROGRAMS AND SCHEDULES WHICH WILL ACCOMMODATE THEIR CHANGING EDUCATIONAL AND SOCIAL NEEDS.

IN ALL OF THE MODELS WHICH HAVE BEEN IMPLEMENTED SINCE THE REORGANIZATION, THE CHILDREN IDENTIFIED AS HAVING SPECIAL EDUCATIONAL NEEDS MOVE TO THE SPECIAL EDUCATION TEACHERS (WHOM THE CHILDREN PERCEIVE AS JUST ANOTHER CLASSROOM TEACHER) AT THE SAME TIME OTHER CHILDREN ARE MOVING TO A DIFFERENT TEACHER. THUS, NOT

ONLY ARE THE CHILDREN RECEIVING THE SUPPORTIVE HELP THEY NEED, BUT IT IS FELT THAT STIGMA HAS BEEN VIRTUALLY ELIMINATED AND CHILDREN ARE FINDING IT POSSIBLE TO MAKE CONSTRUCTIVE USE OF THEIR TOTAL SCHOOL EXPERIENCE.

EVALUATION

THE URBANA SCHOOLS RECOGNIZE THAT A MAJOR TASK OF AN EVALUATION PROGRAM IS THE JOB OF REPORTING WHAT PERSONS, PROGRAMS, AND SCHOOLS ARE TRYING TO DO. THEREFORE, MUCH OF THE EMPHASIS IN EVALUATION IS CONCERNED WITH HELPING PARTICIPANTS AT ALL LEVELS (STUDENTS, TEACHERS, PARENTS, ADMINISTRATORS, AND BOARD MEMBERS) TO REPORT WHAT IT IS THEY ARE ATTEMPTING TO DO. THIS INITIAL PURPOSE OF EVALUATION IS SEEN AS BASIC TO THE SUCCEEDING PHASES WHICH ARE CONCERNED WITH DETERMINING THE NATURE AND WORTH OF WHAT IS BEING DONE. AS ONE WOULD GUESS WHEN MOVING INTO A REORGANIZATION SUCH AS WAS DONE AT WEBBER IT CERTAINLY WAS NECESSARY TO COME UP WITH AN EVALUATION PROGRAM WHICH PRESENTED EVIDENCE BOTH TO THE LOCAL COMMUNITY AS WELL AS THE ILLINOIS OFFICE OF EDUCATION THAT THE WEBBER MODEL HAD A POSITIVE IMPACT ON THE CHILDREN IT SERVED.

IN ORDER TO REACH DECISION MAKERS AT ALL LEVELS, THE URBANA SCHOOLS' PLAN FOR EVALUATION IS ORGANIZED ON FOUR LEVELS. THESE ARE:

1. DISTRICTWIDE ASSESSMENTS - ARE THOSE ASSESSMENTS WHICH RELATE TO DISTRICT CONCERNS.

2. BUILDING LEVEL ASSESSMENTS - ARE THOSE ASSESSMENTS WHICH RELATE TO THE UNIQUE EVALUATIONS FOR EACH BUILDING.

3. PROGRAM AND/OR INDIVIDUAL TEACHER ASSESSMENTS - ARE THOSE ASSESSMENTS WHICH RELATE TO PROGRAMS WITHIN BUILDINGS AND INDIVIDUAL TEACHER CONCERNS.

4. INDIVIDUAL PUPIL ASSESSMENT - ARE THOSE ASSESSMENTS WHICH DEAL WITH INDIVIDUAL PUPIL GROWTH, DIAGNOSIS, INTEREST, AND PERSONALITY MEASURES APPLIED TO INDIVIDUAL STUDENTS.

IN THE EVALUATION PROCESS I WOULD LIKE TO SHARE WITH YOU TWO DISTRICTWIDE TESTING PROGRAMS WHICH WE HAVE FOUND GENERATES WHAT WE FEEL TO BE VALUABLE INFORMATION AS IT RELATES TO WEBBER SCHOOL AS WELL AS ANY OTHER ELEMENTARY BUILDINGS WITHIN THE URBANA SCHOOLS.

THESE TESTING PROGRAMS WERE INSTITUTED IN SEPTEMBER OF 1972 AND HAVE CONTINUED TO THE PRESENT, WHICH GIVES US A FOUR-YEAR DATA TRIAL.

ONE OF THE TESTING PROGRAMS INVOLVES ALL ENTERING KINDERGARTEN CHILDREN. EACH CHILD IS GIVEN ON AN INDIVIDUAL BASIS THE A.B.C. INVENTORY TO DETERMINE KINDERGARTEN AND SCHOOL READINESS (ADAIR AND BLESCH-EDUCATIONAL STUDIES AND DEVELOPMENT - MUSKEGAN, MICHIGAN). THE SCORES OBTAINED ON THE A.B.C. INVENTORY ARE EXPRESSED AS READINESS AGE IN MONTHS. THE MEAN READINESS AGE IS 66.11 MONTHS ON THE A.B.C. INVENTORY. IF WE TAKE A LOOK AT ~~THE FIRST~~ TRANSPARENCY YOU WILL NOTE THAT THE ELEMENTARY SCHOOLS ARE LISTED IN RANK ORDER FROM HIGHEST TO LOWEST. AS YOU WILL NOTE WITH THE EXCEPTION OF 1972 WEBBER SCHOOL RANKED

AT THE BOTTOM IN MEAN READINESS AGE FOR ENTERING KINDERGARTEN CHILDREN.

THE OTHER DISTRICTWIDE TESTING PROGRAM IS DONE AT THE FOURTH GRADE LEVEL. ALL FOURTH GRADE STUDENTS ARE GIVEN THE WIDE RANGE ACHIEVEMENT TEST - READING SECTION ON AN INDIVIDUAL BASIS BY OUR SCHOOL PSYCHOLOGISTS. WE CHOOSE THE FOURTH GRADE BECAUSE WE FEEL AT THIS LEVEL READING CHANGED FROM A SKILL SUBJECT TO BEING A TOOL SUBJECT. THE SECOND TRANSPARENCY SHOWS THE SUMMARY OF GRADE EQUIVALENT SCORES AND THE NUMBER OF CHILDREN SCORING AT 2.5 OR BELOW IN READING. AS YOU CAN SEE, WEBBER HAS MADE STEADY IMPROVEMENT MOVING FROM THE LARGEST NUMBER OF STUDENTS SCORING AT 2.5 IN 1972 TO NO STUDENTS SCORING AT 2.5 OR BELOW IN 1975. WE BELIEVE WE ARE SHOWING SIGNIFICANT PROGRESS IN THE AREA OF READING FOR THOSE CHILDREN ENROLLED IN WEBBER SCHOOL.

IN ADDITION TO THE ABOVE DISTRICT INFORMATION, INFORMATION WAS COLLECTED SPECIFICALLY FOR WEBBER SCHOOL IN THE FOLLOWING AREAS:

1. <u>MEASURE OF THE SCHOOL'S CLIMATE AS INDICATED BY STUDENT ATTITUDES</u>

   THE FOLLOWING INSTRUMENTS WERE DEVELOPED BY THE SCHOOL'S OFFICE OF RESEARCH WITH THE INVOLVEMENT OF THE WEBBER FACULTY.

   A. <u>WEBBER SCHOOL</u> - <u>PUPIL QUESTIONNAIRE</u> -

      ADMINISTERED TO 12 CLASSROOMS MADE UP OF CHILDREN AGES 7-12.

B. STUDENT QUESTIONNAIRE - UPPER ELEMENTARY FORM - ADMINISTERED TO 12 CLASSROOMS MADE UP OF AGES 8-12.

C. STUDENT QUESTIONNAIRE - LOWER ELEMENTARY FORM - ADMINISTERED TO 6 CLASSROOMS MADE UP OF CHILDREN AGES 6-8.

2. INFORMATION INDICATING HOW PARENTS OF WEBBER SCHOOL CHILDREN FEEL ABOUT THEIR SCHOOL

A RANDOM SELECTION OF ONE-THIRD OF THE FAMILIES HAVING CHILDREN AT WEBBER WERE CHOSEN FOR AN INTERVIEW. THIS WAS DONE IN THEIR HOMES WITH THE AID OF THE DISTRICT STAFF AND STAFF AND STUDENTS AT THE UNIVERSITY OF ILLINOIS.

3. INFORMATION REGARDING GROWTH IN BASIC SKILL AREAS OF MATH AND READING

A. THE BASE MATH TEST WAS ADMINISTERED TO ALL CHILDREN IN GRADES ONE THROUGH SIX.

B. THE STANFORD DIAGNOSTIC READING TEST WAS ADMINISTERED TO ALL CHILDREN IN GRADES THREE THROUGH SIX.

C. IN ADDITION, A SERIES OF READING TESTS WERE ADMINISTERED TO ALL CHILDREN ELIGIBLE TO RECEIVE SPECIAL EDUCATION SERVICES.

4. STAFF PERCEPTIONS OF THE EXTENT TO WHICH REORGANIZATION WAS IMPLEMENTED ACCORDING TO PLAN. ALSO STRENGTHS, WEAKNESSES AND PROBLEMS AS PERCEIVED BY THE WEBBER STAFF.

5. EFFECTIVENESS OF SPECIAL EDUCATION ORGANIZATION IN ELIMINATING STIGMA ASSOCIATED WITH CHILDREN RECEIVING SPECIAL SERVICES.

SOCIOMETRIC DATA QUESTIONNAIRE - ADMINISTERED TO ALL CHILDREN IN NOVEMBER, 1973.

AN ANALYSIS OF THE SOCIOMETRIC DATA WAS CARRIED OUT TO DETERMINE TO WHAT EXTENT SPECIAL EDUCATION CHILDREN ARE SEEN AS BEING DIFFERENT FROM OTHER CHILDREN IN THE SCHOOL.

SINCE THE STANFORD DIAGNOSTIC READING TEST HAS BEEN USED AT WEBBER SCHOOL FOR A NUMBER OF YEARS, DATA FROM THIS INSTRUMENT HAS BEEN INCORPORATED INTO THE EVALUATION OF THE WEBBER PROGRAM. SCORES OBTAINED IN THE READING COMPREHENSION SECTION OF THE TESTS HAVE BEEN COMPARED TO DETERMINE THE GAINS MADE BY THE 1975 SIXTH GRADE CLASS DURING THE YEAR BEFORE THE REORGANIZATION OCCURRED AND THE TWO YEARS FOLLOWING ITS IMPLEMENTATION. THE SCORES OF THE CHILDREN IDENTIFIED AS BEING ELIGIBLE FOR SPECIAL EDUCATION SERVICES WERE SEPARATED FROM THE TOTAL NUMBER, TO DETERMINE GAINS MADE BY THIS GROUP. ALL CHILDREN WERE TESTED BUT ONLY THOSE CHILDREN WHO REMAINED AT WEBBER DURING THE ENTIRE PERIOD WERE USED IN THE COMPARISON. PREVIOUS TO THE BEGINNING OF THE PROGRAM ALL CHILDREN MADE AN AVERAGE GAIN OF EIGHT MONTHS READING GROWTH, WITH THE SPECIAL EDUCATION STUDENTS SHOWING A GAIN OF FOUR MONTHS. IN THE TWO YEARS FOLLOWING THE PROGRAM'S INCEPTION, THE GAINS FOR ALL CHILDREN WERE FOURTEEN MONTHS AND TWELVE MONTHS. FOR THE

SPECIAL EDUCATION CHILDREN, THE GAINS WERE SEVENTEEN MONTHS AND ELEVEN MONTHS.

IN TERMS OF GRADE EQUIVALENT SCORES, THE OBTAINED MEAN SCORES FOR ALL CHILDREN MOVED FROM 2.7 TO 3.5 TO 4.9 TO 6.1. THE SCORES FOR THE SPECIAL EDUCATION STUDENTS MOVED FROM 2.1 TO 2.5 TO 4.2 TO 5.3.

I WOULD NOW LIKE TO MOVE TO THE TEST RESULTS OF THE WEBBER CHILDREN WHO WERE SPECIFICALLY IDENTIFIED AS ELIGIBLE SPECIAL EDUCATION STUDENTS WHO ARE CLASSIFIED AS LEARNING DISABLED AND/OR EDUCATIONALLY HANDICAPPED. FOR PURPOSES OF CLARIFICATION I SHALL GIVE YOU THE DEFINITION OF THE ABOVE CLASSIFICATIONS AS LISTED IN RULES AND REGULATIONS GOVERNING SPECIAL EDUCATION - STATE OF ILLINOIS:

"LEARNING DISABILITY - THE CHILD EXHIBITS ONE OR MORE DEFICITS IN THE ESSENTIAL LEARNING PROCESSES OF PERCEPTION, CONCEPTUALIZATION, LANGUAGE, MEMORY, ATTENTION, IMPULSE CONTROL, OR MOTOR FUNCTION."

"EDUCATIONAL HANDICAP - THE CHILD EXHIBITS EDUCATIONAL MALADJUSTMENT RELATED TO SOCIAL OR CULTURAL CIRCUMSTANCES."

THE L.D. DEFINITION IS A SLIGHT MODIFICATION OF THE CHILDREN WITH SPECIFIC LEARNING DISABILITIES ACT OF 1969 - PL 91-230 ESEA AMENDMENTS 1969. HOWEVER,

UNDER THIS DEFINITION EDUCATIONALLY HANDICAPPED WOULD BE EXCLUDED BUT IN OUR PAST 11 YEARS OF EXPERIENCE IN THESE PROGRAMS WE FIND IT SOMEWHAT ACADEMIC TO MAKE THESE DEFINITE SEPARATIONS.

THE DATA ON THESE CHILDREN WILL BE SEPARATED BY YEARS AS FOLLOWS:

1973-74

THE CHILDREN WHO WERE IDENTIFIED AS ELIGIBLE FOR SPECIAL EDUCATION SERVICES, (EDUCATIONALLY HANDICAPPED OR LEARNING DISABILITIES),WERE GIVEN THE BOND, BALOW, HOYT SILENT DIAGNOSTIC READING TEST. THE EXPECTED STANDARD OF SUCCESS WAS ONE MONTH'S GROWTH IN ACHIEVEMENT FOR EACH MONTH OF INSTRUCTION, BASED ON PRE- AND POST-DATES. THE PRETESTS WERE GIVEN IN NOVEMBER, 1973, POST-TESTS WERE GIVEN IN MAY 1974. ELAPSED TIME - 6 MONTHS. IN ORDER FOR EACH CHILD TO EQUAL OR SURPASS THE STANDARD HE/SHE MUST MAKE AT LEAST 6 MONTHS GAIN.

GRADE 1-2 UNIT:

* NUMBER OF ELIGIBLE CHILDREN SERVED	19
RANGE OF ACHIEVEMENT GROWTH	0 MONTHS TO 1.2 YEARS
AVERAGE ACHIEVEMENT GROWTH	6.2 MONTHS (IN 6 MONTHS)
NUMBER OF CHILDREN EQUAL OR SURPASSED STANDARD	16
NUMBER OF CHILDREN FAILING STANDARD	3

GRADE 3-4 UNIT:

* NUMBER OF ELIGIBLE CHILDREN SERVED	31
RANGE OF ACHIEVEMENT GROWTH	2 MONTHS TO 2.7 YEARS
AVERAGE ACHIEVEMENT GROWTH	1.2 YEARS (6 MONTHS)
NUMBER OF CHILDREN EQUAL OR SURPASSED STANDARD	27
NUMBER OF CHILDREN FAILING STANDARD	4

GRADE 5-6 UNIT:

* NUMBER OF ELIGIBLE CHILDREN SERVED	29
RANGE OF ACHIEVEMENT GROWTH	3 MONTHS TO 2.7 YEARS
AVERAGE ACHIEVEMENT GROWTH	1.3 YEARS (6 MONTHS)
NUMBER OF CHILDREN EQUAL OR SURPASSED STANDARD	26
NUMBER OF CHILDREN FAILING STANDARD	3

SUMMARY

THE WEBBER SCHOOL PROJECT SERVED A TOTAL OF 79 ELIGIBLE SPECIAL EDUCATION STUDENTS (43 EDUCATIONALLY HANDICAPPED AND 36 LEARNING DISABLED). THE RANGE OF ACHIEVEMENT GROWTH WAS 0 MONTHS TO 2.7 YEARS. THE AVERAGE ACHIEVEMENT GROWTH WAS 1.0 YEARS DURING THE SIX CALENDAR MONTHS. OF THE 79 SPECIAL EDUCATION

CHILDREN SERVED, 69 EQUALED OR SURPASSED THE STANDARD AND 10 CHILDREN FAILED THE STANDARD.

THE ENROLLMENT OF WEBBER SCHOOL FOR THE 1973-74 SCHOOL YEAR WAS 266. OF THAT NUMBER 79 OR 29.7% RECEIVED SPECIAL EDUCATION IN EITHER EDUCATIONALLY HANDICAPPED OR LEARNING DISABILITIES.

*ONLY THOSE CHILDREN WHO WERE BOTH PRE- AND POST-TESTED ARE INCLUDED.

1974-75

THE CHILDREN WHO WERE IDENTIFIED AS ELIGIBLE FOR SPECIAL EDUCATION SERVICES (EDUCATIONALLY HANDICAPPED OR LEARNING DISABILITIES) WERE GIVEN THE WIDE RANGE ACHIEVEMENT TEST (WRAT). THE EXPECTED STANDARD OF SUCCESS WAS ONE MONTH'S GROWTH IN ACHIEVEMENT FOR EACH MONTH OF INSTRUCTION, BASED ON PRE- AND POST-TEST DATES. THE PRE-TESTS WERE GIVEN IN SEPTEMBER OF 1974, POST-TESTS WERE GIVEN IN MAY, 1975. ELAPSED TIME - 8 MONTHS. IN ORDER FOR EACH CHILD TO EQUAL OR SURPASS THE STANDARD, HE/SHE MUST MAKE AT LEAST 8 MONTH'S GAIN.

GRADE 1-2 UNIT

* NUMBER OF ELIGIBLE CHILDREN SERVED	25
RANGE OF ACHIEVEMENT GROWTH	0 MONTHS TO 1.9 YEARS
AVERAGE ACHIEVEMENT GROWTH	8.8 MONTHS (8 MONTHS)
NUMBER OF CHILDREN EQUAL OR SURPASSED STANDARD	18
NUMBER OF CHILDREN FAILING STANDARD	7

GRADE 3-4 UNIT

* NUMBER OF ELIGIBLE CHILDREN SERVED	27
RANGE OF ACHIEVEMENT GROWTH	3 MONTHS TO 2.8 YEARS
AVERAGE ACHIEVEMENT GROWTH	1.1 YEARS (8 MONTHS)
NUMBER OF CHILDREN EQUAL OR SURPASSED STANDARD	18
NUMBER OF CHILDREN FAILING STANDARD	9

GRADE 5-6 UNIT

* NUMBER OF ELIGIBLE CHILDREN	33
RANGE OF ACHIEVEMENT GROWTH	3 MONTHS TO 3.2 YEARS
AVERAGE ACHIEVEMENT GROWTH	1.7 YEARS (8 MONTHS)
NUMBER OF CHILDREN EQUAL OR SURPASSED STANDARD	28
NUMBER OF CHILDREN FAILING STANDARD	5

SUMMARY

WEBBER SCHOOL SERVED A TOTAL OF 85 ELIGIBLE SPECIAL EDUCATION STUDENTS (42 EDUCATIONALLY HANDICAPPED AND 43 LEARNING DISABLED). THE RANGE OF ACHIEVEMENT GROWTH WAS 0 MONTHS TO 3.2 YEARS. THE AVERAGE ACHIEVEMENT GROWTH WAS 1.3 YEARS DURING THE 8 CALENDAR MONTHS. OF THE 85 SPECIAL EDUCATION CHILDREN SERVED, 64 EQUALED OR SURPASSED THE STANDARD AND 21 CHILDREN FAILED THE STANDARD. THE ENROLLMENT OF WEBBER SCHOOL FOR THE 1974-75 SCHOOL YEAR WAS 268. OF THAT NUMBER, 85 OR 31.7% RECEIVED SPECIAL EDUCATION SERVICES IN EITHER EDUCATIONALLY HANDICAPPED OR LEARNING DISABILITIES.

*ONLY THOSE CHILDREN WHO WERE BOTH PRE- AND POST-TESTED ARE INCLUDED.

SUMMARY

I started out this presentation with the statement that to us in Colorado, accountability is a process of involving teachers, pupils and parents in the process of planning for school improvement. You have seen three examples of how such a process can operate. You've seen how, through the planning process teachers can initiate curriculum changes which provide for more interdisciplinary teaching. You then saw how a group of teachers, working district-wide could implement a support program concept. Finally, you heard how one faculty in one school in Urbana, Illinois completely reorganized a school in order to provide a more stable, supportive environment for a large number of disadvantaged kids.

You have seen three examples of what ASCD's working group on New Directions in Secondary Education has labeled "Theory II" accountability. This theory of accountability, unlike most prevailing models, is based on four assumptions:

1) The assumption that students learn more in environments in which planning is shared, communication is open, and within which self evaluation, independence, and creativity are facilitated.

2) The assumption that it is possible and desirable to build non-manipulative organizational environments based on increasing self-control.

3) The assumption that, with few exceptions, people can be trusted; that educators want to do their jobs better and are willing to plan and evaluate their work if someone shows them how to do so,

4) The assumption that accountability is basically a planning process in which those most affected by a plan are involved in its design and implementation, and

5) The assumption that professional people should evaluate the results of their work so that they will know how to improve schools more effectively.

Again, I invite you to review the article on this subject which has been prepared by ASCD's Working Group on New Directions in Secondary Education.

Likewise, I invite you to take home my article on the action planning process. A limited number of copies of this article is available, at cost, at several tables in the front of this room.

I am convinved that the accountability movement can be directed to humanistic ends. I believe that professional educators can master the techniques of planning for school improvement and can learn how to use evaluative information for the purpose of improving their planning efforts. I believe strongly that the accountability movement must be re-directed so that it becomes supportive of local autonomy. I do not believe that school improvement can be legislated or mandated. Rather, it comes about as a result of careful planning by dedicated professionals who care about what happens to our children when they go to school. These professionals deserve our respect and our support.